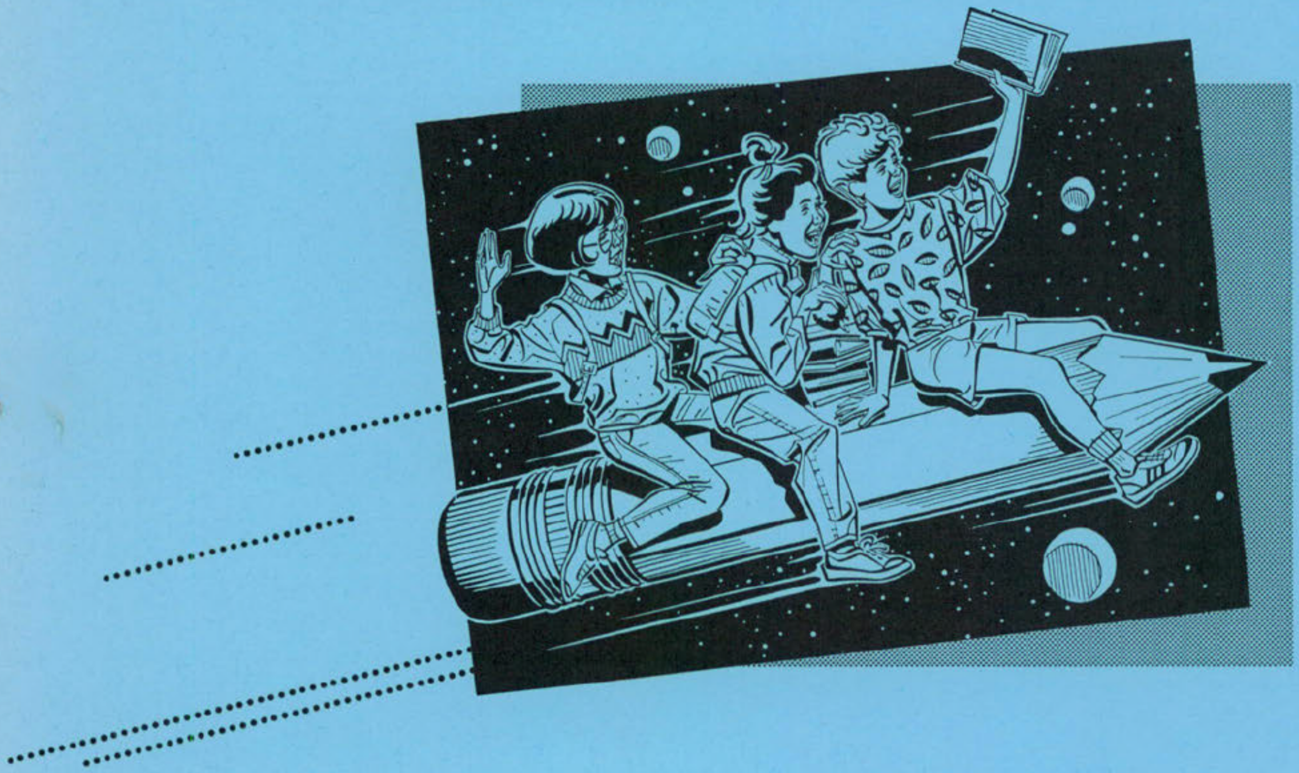
Creating A Positive Place Called School



Issues, Strategies and Resources: Elementary School Counselling

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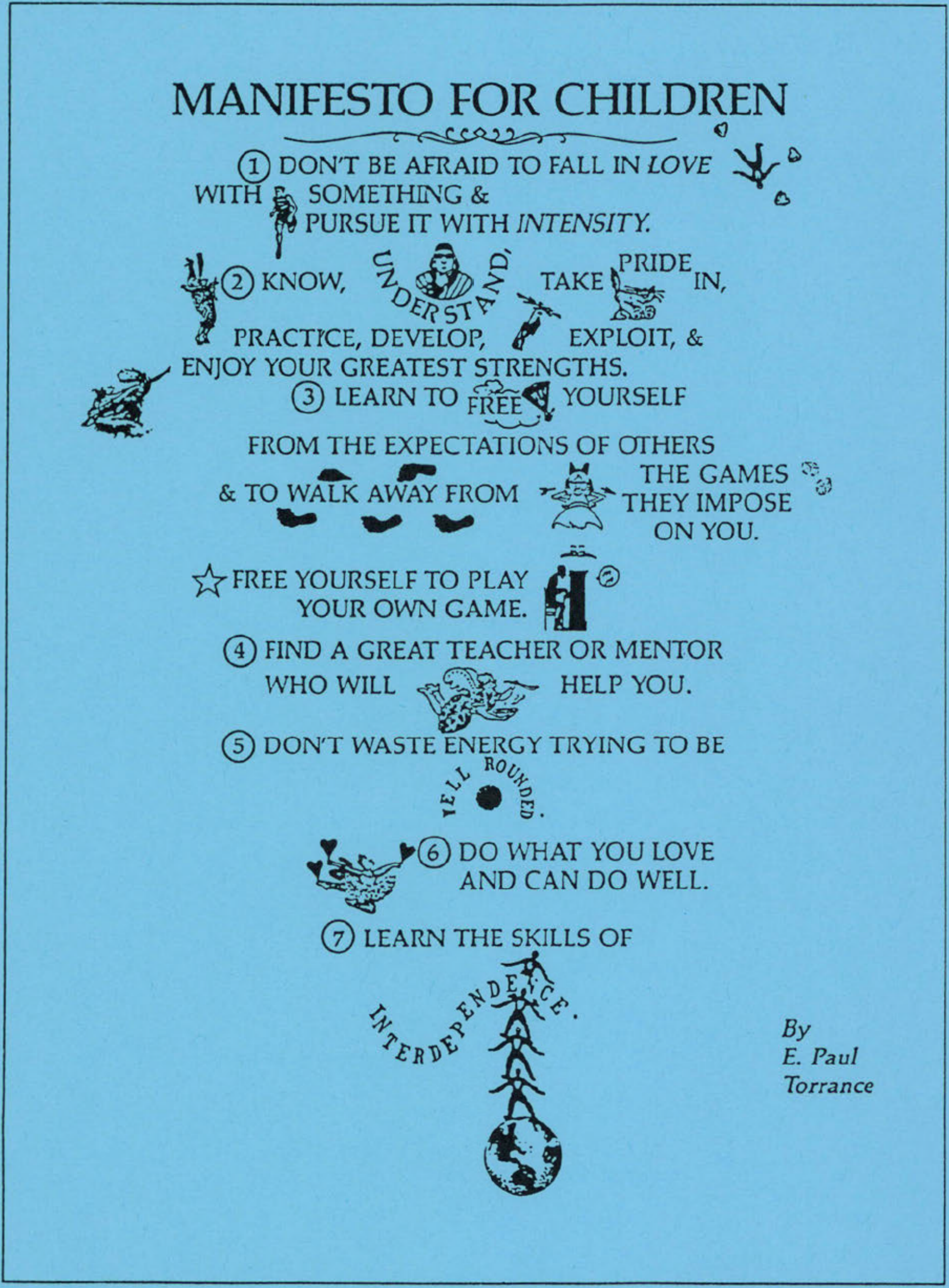

MANIFESTO FOR CHILDREN

① DON'T BE AFRAID TO FALL IN *LOVE*
WITH SOMETHING &
PURSUE IT WITH *INTENSITY.*

② KNOW, UNDERSTAND, TAKE PRIDE IN,
PRACTICE, DEVELOP, EXPLOIT, &
ENJOY YOUR GREATEST STRENGTHS.

③ LEARN TO FREE YOURSELF
FROM THE EXPECTATIONS OF OTHERS
& TO WALK AWAY FROM THE GAMES
THEY IMPOSE
ON YOU.

☆ FREE YOURSELF TO PLAY
YOUR OWN GAME.

④ FIND A GREAT TEACHER OR MENTOR
WHO WILL HELP YOU.

⑤ DON'T WASTE ENERGY TRYING TO BE
WELL ROUNDED.

⑥ DO WHAT YOU LOVE
AND CAN DO WELL.

⑦ LEARN THE SKILLS OF
INTERDEPENDENCE.

By
E. Paul
Torrance

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Creating
A Positive Place
Called School

Issues, Strategies and Resources:
Elementary School Counselling

[redacted]

October 1994

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The primary intended audience for this document is:

Administrators	√
Counsellors	√
General Audience	
Parents	
Students	
Teachers	√

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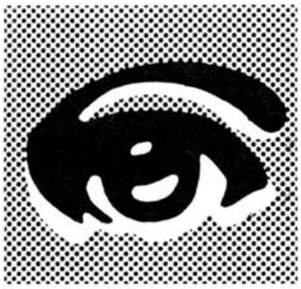


Overview

This handbook was written for counsellors, teachers and administrators involved in administering or delivering elementary school counselling services.

There are a number of documents that describe Alberta Education's position on counselling in Alberta schools, such as *Guidance and Counselling Services in Alberta Schools* (1986). Relevant sections from this reference and other resources are noted in this handbook.

This manual also provides a source of practical ideas and resources for elementary school educators to enhance the delivery of programs and services as an integral component in a child's schooling.

When specific theories or models are mentioned in this manual, it is to illustrate their possible application, not to advocate the use of one over another.

Mission Statement:

To provide the best possible counselling for all Alberta students in the areas of educational planning; career awareness, exploration and decision making; and personal-social development.

Our Policy Statement:

Alberta Education supports the provision of guidance and counselling services for all students as an integral part of the regular school services and programs.

This handbook is divided into four parts with appendices.

- **Part I** deals with some key components of counselling programs and services at the elementary school level as well as steps to set up a comprehensive program and services.
- **Part II** focuses on the various issues that face counsellors and others on the student support team.
- **Part III** outlines selected strategies to help resolve the issues.
- **Part IV** is an annotated compilation of resources used successfully by counsellors in Alberta schools.
- **The appendices** contain sample forms that may be used in elementary school counselling.

Prologue: Selected Case Studies

Joey, a bright likeable Grade 1 student, is not learning to read. His teacher has identified some areas of strength and weakness but would like some formal assessment to help her plan effectively for Joey's learning needs.

Marla is constantly fighting with her peers. Lately her grades have taken a nose dive. This is out of character and a phone call home reveals a separation is imminent. Marla is angry and uncooperative at home and at school.

Sammy, Eddy and Karen can't find their notes; their desks look like disaster areas. They say they would like to get organized but don't know how.

Ms Jones, the Grade 5 teacher, says there is a lot of name calling and teasing in her class. She is concerned that this is becoming a habitual way of interacting among the students.

Sarah is beginning Grade 1 and has gone to the school office three days in a row saying that she is sick and wants to call her mother. Her mother reports that Sarah gets "better" as soon as she is home.

Kyle is a bully. Many children say they are afraid of him. Teachers have noticed that some other children have started to hang around with him and are copying his behaviour.

Pablo is a refugee from another country and he has just come to Canada with his family. He barely speaks English and cannot cope with the Grade 5 program.

At the staff meeting, the principal encourages all teachers to set educational goals with their students. Several teachers indicate they need appropriate materials and sample lessons to get started.

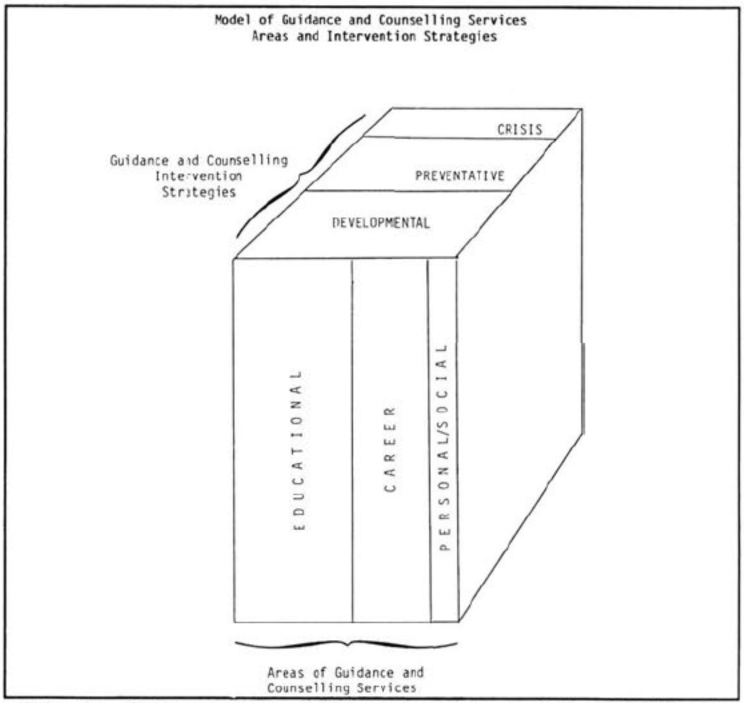
These are situations teachers face daily in elementary schools that cause them to make referrals to counsellors. Generally, a counsellor relies upon a variety of skills, techniques and strategies to help solve problems. These scenarios illustrate that counsellors not only work with individual children experiencing difficulties but also help teachers work with students, teach classes and work with parents to help them become part of the education/counselling team.

Part I:

What is Elementary School Counselling All About?

The following sections describe the purposes of elementary school counselling, the developmental characteristics of children, and the essential skills, characteristics and roles of school personnel in delivering elementary school counselling programs and services.

The Alberta Education Model of Guidance and Counselling


Model of Guidance and Counselling Services
Areas and Intervention Strategies
Guidance and Counselling Intervention Strategies
CRISIS
PREVENTATIVE
DEVELOPMENTAL
EDUCATIONAL
CAREER
PERSONAL/SOCIAL
Areas of Guidance and Counselling Services

Taken from *Guidance and Counselling in Alberta Schools: A Manual for School Jurisdictions*, 1984 pg. 11.

The Alberta Education model of guidance and counselling advocates the delivery of counselling programs and services to students in the following areas:

- educational
- career
- personal/social.

Counselling strategies are to address three levels of intervention:

- developmental
- preventive
- crisis.

The Purpose of Elementary School Counselling

The goal of counselling in elementary school is to make learning a positive experience. The following objectives contribute to this goal.

Objectives of Elementary School Counselling:

- to help create a positive school environment where children can learn and achieve successfully
- to facilitate communication among students, teachers, administrators, parents and others who may be part of the educational team
- to increase social effectiveness and ability to cope
- to learn decision-making skills
- to improve personal and social relationships
- to facilitate changes in behaviour.

Counselling in the elementary school setting is best understood as both a program and set of services available to enhance children's learning. A variety of techniques, strategies and approaches are available to counsellors to improve student learning.

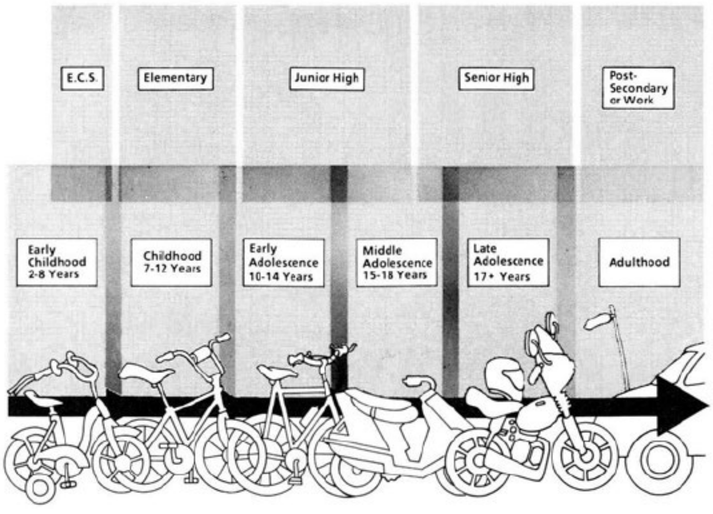
The Uniqueness of the Population

Developmental Perspectives of Elementary Children

In the elementary school, counselling is more effective if it is carried out within a developmental framework that deals with the "normative stages, tasks and crises" (Egan, 1986) that are part of that age group. The elementary grades from Early Childhood Services to Grade 6 encompass a broad developmental range from ages 4½ to 12 and demand that counsellors be aware of the expectations and limitations of children at each level.

This population may also include exceptional children such as gifted, visually impaired, hearing impaired, learning disabled and mentally challenged children.

The perceptions of young children are limited by their egocentricity. Their speech and thoughts are dominated by the their own internal cognition and point of view. Therefore, it is difficult for them to grasp the notions of social interest and cooperation, as they usually do not fully appreciate the needs of other individuals or the group. They may not understand the need to take responsibility for their own learning or even see the need to be in school. Children are also limited in their problem-solving ability by their level of cognitive development and their lack of experience in dealing with life. Developmental counselling can help children emerge from their self-centered view of the world and move toward acceptance of others. It is important that all "players" on the child's team focus attention on the child's level of development. Positive development of children is fostered by a team of caring, supportive individuals.


E.C.S.
Elementary
Junior High
Senior High
Post-Secondary or Work
Early Childhood 2-8 Years
Childhood 7-12 Years
Early Adolescence 10-14 Years
Middle Adolescence 15-18 Years
Late Adolescence 17+ Years
Adulthood

PROCESS OF TRANSITION

Taken from *Transition to Secondary Schooling: A Monograph of Ideas for Principals and Teachers*, August, 1987, pg. 4.

*Early learning is fundamental to later development. The knowledge, skills and attitudes developed by the end of the elementary curriculum are vitally important in shaping later learning.

At first, children view the world primarily from their own perspective. Over time, they gradually grow in their ability to view events from other perspectives as well.

The younger the student, the more likely the need for learning experiences to be direct rather than vicarious, explicit rather that implicit, concrete rather that abstract, and active rather that passive. As they mature, students will continue to need direct experiences, particularly when learning unfamiliar concepts.

The development of the intellect is greatly influenced by social, emotional and physical development.

Significant shift in the development of children occurs at about age eight or nine and necessitates different instructional strategies and organization for learning.

Students differ from one another in a number of educationally relevant ways, including:

- speed or pace of learning
- personal traits, interests and goals
- learning styles.

Family influences are lifelong. Though schools contribute much to a child's learning, that which is learned in the family has a continuing impact.

*All the above are excerpts taken from *Guide to Education -Elementary School Handbook (ECS to Grade 6)* 1991-92. pg. 11-14.

The Elementary School Counsellor

An elementary school counsellor performs many tasks. The tasks performed by elementary school counsellors in Alberta fall into the following 10 clusters.

Counsellor's Tasks:

- individual counselling/crisis
- individual counselling/assisting in skill development
- group counselling
- classroom-related activities
- contact with outside programs
- contact with outside agencies
- group training
- in-school education programs
- school committees/work within organization
- testing.

See Appendix A for the complete list of duties associated with these clusters.

Competencies and Characteristics of the Elementary School Counsellor

The following competencies and characteristics are desirable in the elementary school counsellor.

Academic qualifications and skills

Counsellors are:

- eligible for certification as a teacher in Alberta
- qualified to engage in individual, large and small group counselling
- able to conduct a career education program in the elementary school
- able to implement classroom management and behaviour management strategies
- able to assist with elementary curriculum development and program evaluation
- able to utilize individual and group assessment techniques, including behavioural observations, and interpret them in a meaningful manner to parents and teachers
- advocates of results-based approaches in education
- engaged in counselling program organization and development
- able to promote an understanding of child development
- able to take an active role in the child support-team approach in dealing with referrals.

Personal characteristics and skills

Counsellors:

- are innovative and creative
- demonstrate the ability to get along with people at all age levels
- are willing to become involved in the total education of the child
- model a positive attitude toward children and the educational process
- possess the ability to work effectively within the school and community setting
- put forward definite ideas for program development
- have the ability to relate to teachers in a positive manner
- show a willingness to approach parents in a direct and sincere manner.

Role of the Principal

The principal and other members of the administrative team play an important role in the setting up and maintaining vital elementary school counselling programs and services. The principal's role includes:

- participating in the selection of the counsellor for the school
- supporting the program

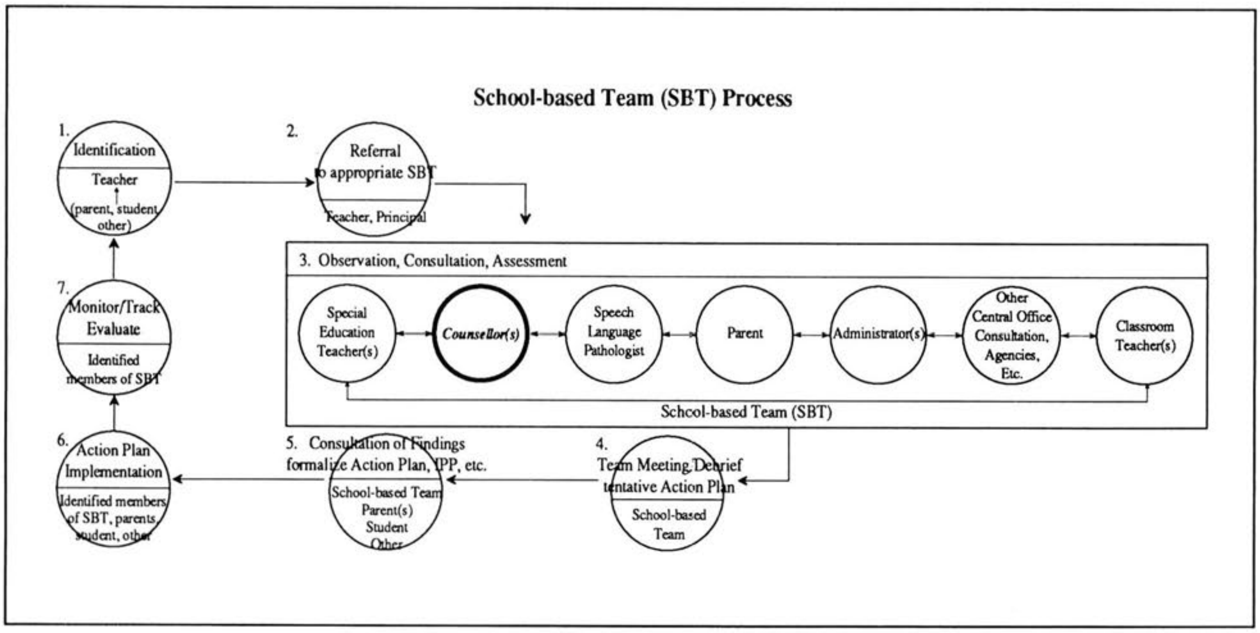
- identifying each staff member's role on the student support team and ensuring active participation
- delegating the responsibility for administering the counselling program to the counsellor
- planning to provide adequate materials and facilities
- providing opportunities for counselling activities in the school schedule
- creating opportunities for inservice training for the staff
- evaluating the counselling program and services in collaboration with the counsellor
- informing the community of the services school counsellors provide and establishing a clear understanding of the program goals and activities
- supporting interagency collaboration
- referring to outside agencies.

Role of the Teacher

Teachers are an integral part of the student support team and have an important role in the effectiveness of elementary school counselling programs. Teacher involvement includes:

- recognizing children with special needs in order to provide individualized instruction and services for them
- making appropriate referrals to the counsellor to access the counsellor's expertise as part of the student support team

- striving to implement counsellor recommendations
- participating as active members of the student support team to assist children with learning needs and their parents in understanding these needs
- adapting instructional methods to different learning styles
- incorporating career education activities and information into their subject content
- providing good public relations for the counselling programs and services in the school
- engaging in professional growth activities.



School-based Team (SBT) Process

1.
Identification
Teacher
(parent, student
other)
2.
Referral
to appropriate SBT
Teacher, Principal
3. Observation, Consultation, Assessment
Special
Education
Teacher(s)
Counsellor(s)
Speech
Language
Pathologist
Parent
Administrator(s)
Other
Central Office
Consultation,
Agencies,
Etc.
Classroom
Teacher(s)
Schcol-based Team (SBT)
4.
Team Meeting/Debrief
tentative Action Plan
School-based
Team
5. Consultation of Findings
formalize Action Plan, IPP, etc.
School-based Team
Parent(s)
Student
Other
6.
Action Plan
Implementation
Identified members
of SBT, parents,
student, other
7.
Monitor/Track
Evaluate
Identified
members of SBT

This model was developed by Hazel Love Mclaughlin and the school staff at Ardrossan Elementary School, Strathcona County.
It is used with their permission.

Confidentiality and Other Ethical Considerations

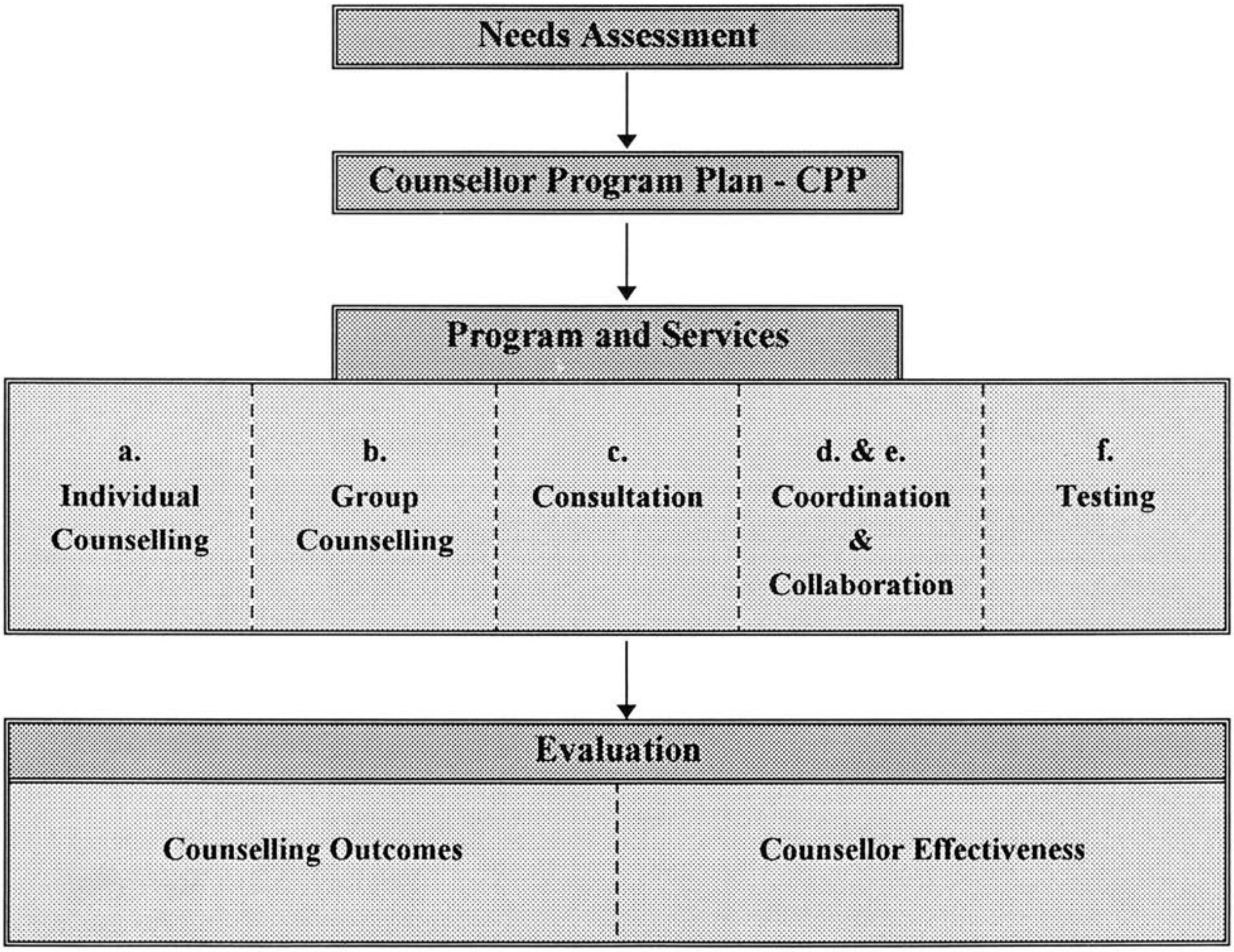
There are some unique ethical and legal issues that pertain to this age group. One issue involves confidentiality – what to disclose to parents or teachers when children reveal something to the counsellor. There are aspects of this communication that parents may **wish to know** and there are guidelines and laws to assist counsellors as to what they **must reveal**. Often elementary-aged children are reluctant participants in counselling because they may not see a need for the behaviour changes that others are trying to impose. How far does the counsellor go in assisting the child to conform to school or home rules before this intervention infringes on individual rights? Intertwined with these issues is the difference in power and authority between adults and children. Children may have rights but they have little voice if adults disagree with them.

Counsellors are to act in the best interests of the students with whom they have contact. One area that each counsellor has to consider is how these ethical considerations affect the process and the outcome of counselling. Elementary school counsellors are bound by the *Alberta Teachers' Association Code of Ethics* (1983), *Guidelines for Ethical Behaviour of the Canadian Guidance and Counselling Association* (1989) if a CGCA member, and, if the counsellor is a chartered psychologist, *Canadian Code Of Ethics for Psychologists* (1991). All these documents guide the counsellor to act ethically.

There may also be district policy directing the communication process. A counsellor must be aware of policies that pertain to reporting child abuse, confidentiality and parent/teacher involvement. In addition, the *Child Welfare Act* stipulates actions to be taken in the case of abuse and penalties for failure to report.

How to Set Up a Counselling Program

Schematic of Important Components


Needs Assessment
Counsellor Program Plan - CPP
Program and Services
a. Individual Counselling
b. Group Counselling
c. Consultation
d. & e. Coordination & Collaboration
f. Testing
Evaluation
Counselling Outcomes
Counsellor Effectiveness

Needs assessment

As needs change from year to year, the first step in any school counsellor's program plan is to identify the needs of the school and community. Ideally, there is planned involvement of all members of the student support team so that services can be fully organized and coordinated. In this way, the program can be delivered competently and there can be an accurate measure of outcomes.

There are many ways to conduct a needs assessment, including surveys with students, parents and teachers. If the school is large, it may be necessary to take a random sample to save cost and time. Other ways to gather data are interviews, observation, review of student records and the results of annual program reviews. The best course is to use a variety of methods that change from year to year to get an accurate view of current needs in an unbiased sample. Appendix B contains samples of needs assessment surveys for students, teachers, parents and community agencies.

After the needs assessment, the second step is to determine what support services and resources are available to meet these expressed needs. The list will undoubtedly include the school, the school board and the community. People are the primary resource while materials, equipment and available space must also be part of the appraisal. This assessment helps in the establishment of program goals and objectives. Preventive and developmental considerations are part of the school counselling program in addition to responding to crisis situations.

Counsellor program plan – CPP

The effectiveness of counselling services depends upon the development of an annual Counsellor Program Plan (CPP). This is a long-range plan stating goals that reflect and address identified needs of the school and its population, short-and-medium range tasks that will meet the goals, and evaluation procedures. Program planning is a conscious, planned activity to ensure that counselling programs and services are comprehensive and effective. See Appendix C for an example.

Programs and Services

An effective elementary school counselling program includes individual and group counselling, consultation services, the coordination of services both within and beyond the school, assessment services and teamwork through collaboration.

Both individual and group counselling require a referral process. The first step, after a referral has been received, is to meet with the person who made the referral to clarify the nature of the problem. At this point, the counsellor may want to collect further data from school records or observe or talk with the child.

Inform parents and other involved parties about the referral and interview them for relevant information. This can be done face to face or over the telephone. If a meeting is held, request that both parents attend if possible. Effective communication at this stage clarifies perceptions about what services can be offered, the time involved and ensures that all parties agree to the referral. After the counsellor has gathered data, it is time to set goals and plan meetings that provide the least disruption to the child's regular timetable. Lastly, discussion of each person's role in support of the child is an important aspect of collaboration as a team.

a) Individual counselling

Many surveys indicate that individual counselling is the most frequently sought and valued service a counsellor provides. Individual counselling is appropriate when there are individual concerns, such as when a child has to make decisions about future goals, needs to enhance current relationships or needs to learn self-direction.

Individual counselling is a process with several parts. The beginning of any counselling relationship is critically important. One way to get started is to meet with the child, explain who made the referral and why it was made. For example, the counsellor may say: "Your teacher is concerned about all the fights you've had with your friends. He thinks you could learn some ways to handle your anger."

Tell children what confidentiality is and what it means in this situation. For example, "Confidentiality means I won't tell anyone what you tell me if you don't want me to tell. There are three times when I will tell. I have to tell somebody else if you say you will hurt yourself; that you will hurt someone else; or that you will break a law." You may have to check to find out if the child understands exactly what you are saying. You may give examples, such as, "I won't tell your parents if you tell me you don't like school." If a child asks why he or she is meeting with the counsellor, the use of phrases such as "because your parents/teacher care(s) about you" can set the tone of support.

The counsellor needs to know how the child sees his or her world because it may be different from the adult view. It is also important to find out if the child agrees with the referral and what she or he is willing to do about the issue — to get a commitment from the student. At the same time, the counsellor also makes a commitment to the student and keeps it.

At this point, the counsellor can discuss counselling procedures and invite the child to participate in activities that are relationship builders. Drawing is an effective means of communication, especially with nonverbal or very young children. Other information-gathering techniques include interviews, worksheets, observation or informal discussion. There are various interview formats that can be useful. Appendix D contains an example. At the end of this first session, set the counselling schedule with the child. It is often helpful to give the child a timetable with the counselling sessions recorded on it. Tell the child the approximate number of times it will be necessary to have meetings.

With young children, the counselling process needs to be concrete, hands-on and obvious. The nature of the referral, the training of the counsellor and the personality of the child will dictate the choice of materials to assist with the counselling process. Make sure the children understand why they are doing an activity and how it will help them solve the problem, address the issue or give them skills to improve. If the students are to complete homework when developing a skill, have them demonstrate that they are able to do the skill. Give them an easy way to record their progress and keep track of how many times they practised the skill outside the counsellor's office An example is shown in Appendix E.

b) Group counselling and instruction

There are instances where group counselling is more effective than individual sessions. Group counselling is indicated when children have common problems and need to learn skills to help them cope more successfully with others. In a group, children can learn that others have similar problems. The counsellor can set up task groups to accomplish defined goals.

Goals of Task Groups:

- to learn social skills
- to learn to manage anger
- to provide support for children distressed from divorce, alcoholism or bereavement
- to develop positive attitudes towards school
- to give information on social issues that affect children such as unemployment
- to understand different careers and jobs
- to learn study and organizational skills.

Group size is important and depends on the age of the children, their individual needs and ability to handle the group situation. Some groups could accommodate up to 12 students. In practical terms, the number is often lower than that. Structure is vital and the counsellor needs to plan carefully for best results. Use a circle for seating and have the children sit on the floor as it makes wiggling less obvious. Older students may prefer chairs.

Plan the "lesson" to ensure a systematic presentation of concepts. Stick to time limits and show the children how to use their time effectively. For example, adhere to agreed upon schedules and rules, such as, "Each person shares the time." When teaching or demonstrating a skill, time use is under the counsellor's control. On the other hand, recognize that in some parts of the process, such as in the exploration of issues, time should be less controlled.

As group leader, be careful about intervening too much. The counsellor should not become the focus, displacing the emphasis from the students' needs and issues. When students learn they can resolve issues, they experience success, practise useful skills and learn to use time productively.

The leader's job is to model effective behaviours. Counsellors should define this role clearly by what they say and do. Demonstrate assertiveness, e.g., "Everybody sits down now." not, "Can everybody sit down?" Use "I" statements and demonstrate ways to be firm yet gentle.

Group work is a powerful tool employing many counselling skills and can be a difficult approach to master. Training and experience go a long way to increase the effectiveness of group work. It is paramount that the person who wishes to use this approach to provide service to elementary school-aged children understands group dynamics and has the ability to plan carefully.

One practice advocated for some groups is to "salt" the group with a few "good" kids as models for the others. In practice, this is a negative feature because the "problem" children often withdraw or act up more. The mix reinforces their concept of themselves as "bad" kids. Different subgroups don't often listen to each other because they are on different planes. If the children who are to benefit could learn by modelling alone, they would have changed a long time ago.

Most elementary school counsellors also teach in the classroom. Instruction in the various themes in the elementary health program, preventive programs such as Lions-Quest Skill Development Programs, and units on prosocial skills and thinking skills, are areas where counsellors can lend their expertise. When counsellors teach in these areas it is proper to consider it "group work" and the counselling efforts can be every bit as dramatic as when the group size is smaller.

c) Consultation

Consultation is a one-to-one or small group situation in which the counsellor helps teachers, administrators and parents to become as effective as possible in their relationships with children. This is a collaborative process in which there are no experts but the counsellor uses communication skills to facilitate, mediate, listen, gather data, help people make decisions and problem solve or resolve conflict. The counsellor may give information or may suggest a variety of appropriate strategies to assist others in their interactions with children. The results of any interventions or assessments may be part of the consultative process.

Issues that are often discussed with teachers are behaviour management, reinforcement theory, learning styles, teaching strategies for learning problems, child development, child protection and program plans for individual student needs.

In the consultation process with parents, topics centre on school programs, learning problems, parent-child communication, discipline and referrals.

Literature written about consultation stresses the value as being very high from the perspective of the counsellor and others involved in the process. As with any counsellor function, carefully plan consultation so that a positive outcome is likely. This is a collaborative relationship and the counsellor must pay attention to this partnership.

d) Coordination

Coordination takes place both within the school and beyond. Within the school, the counsellor may have the responsibility for coordinating group or school-wide testing, special needs placement and integration needs, Individual Program Plans, peer support programs, counsellor-teacher conferences, Canada Career Week and career-awareness programs, and areas of the health program such as human sexuality in Theme V or drug awareness in Theme IV.

Outside the school, contacts with social services, medical personnel and advocacy groups can be coordinated by the counsellor. It may also be necessary to refer a child to another professional who specializes in certain areas or has more time for intensive therapy. School personnel seek counsellor involvement in other areas, such as orientation to junior high school or the next grade, assisting students who are moving, welcoming new students and consulting on special placements.

e) Collaboration

Counsellors are members of the school team and are extensions of the team because they are the staff members who work closely with social services agencies, jurisdiction specialists, medical professionals and others who help meet the needs of children. This collaborative relationship requires that the counsellor communicates clearly the role that each is to play and stresses that together the team is more effective than a single individual. The counsellor, along with other staff members, may serve on advisory councils, planning committees and special task forces to further enhance learning conditions and to tap into a wider resource pool.

f) Testing

Some counsellors administer and interpret psycho-educational assessments to help determine a child's ability and achievement. Counsellors can only administer certain tests if they have proper training. Alberta Education has developed two documents in the area of assessment. The first monograph, *Promising Assessment Models and Practices*, discusses the components of comprehensive assessment with illustrations from various Alberta school jurisdictions. The second monograph, *Standards for Psycho-educational Assessment,* deals with ethical principles and standards for psycho-educational assessment.

Various testing instruments are helpful in gathering information to assist a child who may not be performing as expected or to provide information to help make placement decisions. There are some questions to consider in establishing the objectives for conducting assessments of children.

Questions to Consider:

- What is the problem? What questions are being asked and who is asking them?
- Who referred the child? What is their relationship to the child?
- Are there possible hidden agendas? What other information can be collected? Where is clarification needed?
- For whom is the assessment? Is it in the best interest of the child?
- Can this information be obtained in any other way?

If the information can be obtained by observation, anecdotal records, interviews or other data gathering techniques, there may be no need for formal psycho-educational assessment.

Evaluation

Evaluation refers to procedures to determine the success of services provided, to identify areas for improvement and to recommend needed services. Successful outcomes can be identified if careful, constant recording of change is completed as well as steady monitoring of the child's adherence to the plan. Consistent recording of data as supplied by children, teachers and parents can be kept on both counsellor-made and commercially produced forms. There is a sample in Appendix F. Alberta Education has developed a monograph on outcomes-based comprehensive guidance and counselling in Alberta schools called *Moving to the Future* which identifies sample outcomes and ways to measure them.

There are two aspects of evaluation to be addressed. The counselling program, as well as counsellor performance, require appraisal in order to provide full accountability to the school and school jurisdiction.

Program effectiveness

A Counsellor Program Plan sets out program goals, strategies to use and methods of evaluation to help create a positive place called school. Once a specific activity is selected for a particular situation, the outcome can be the criterion on which to base effectiveness. For example, if a counsellor sets up a group to teach study skills, the outcome can be assessed by observing if the students use the skills they have been taught, either by asking the teacher to monitor homework or by self-reports of the participants.

Another method to evaluate program effectiveness is to set a standard that must be reached. Therefore, the program is not evaluated by the outcome alone, but by the level at which the outcome is observed. If a behavioural program is set up to increase a child's participation in class and the selected standard is for the child to answer one question per class period in the initial phase, then achievement of this level is the yardstick to indicate goal attainment and it is time to move to the next standard. Often there is a combination of procedures where outcomes are identified and the standard is set for mastery.

Counsellor effectiveness

Various means of data collection and documentation can be used to determine counsellor effectiveness. However, many counselling activities are confidential and are not able to be observed directly by an outside person. Methods of evaluation include video and audiotapes, community response, observations, interviews, self-assessment and records of service. The appraisal process is more effective if evaluation procedures are agreed upon by the counsellors and supervisors early in the school term and are a result of a school needs assessment (See Appendix B).

Reasons for Referrals

A referral may come from the teacher, a parent or the child. Adults refer children for counselling because they believe the child would be more successful if certain behaviours changed or if he or she learned certain skills. Sometimes the child agrees and is willing to work to change the behaviour or attitude and sometimes not.

Children can also self-refer. Counsellors facilitate this by making it easy for the child to reach the counsellor. Some counsellors have referral slips that children can easily obtain. It is advisable for counsellors to visit every classroom each year to tell children how to get in touch with the counsellor. Children often relate well to a presentation that includes stuffed animals or puppets to deliver the message. It can give them an easy way to talk about feelings, such as, "Remember when you bought the sad bear to our classroom because he had no friends? I feel like that bear now."

Effective counsellors have standardized referral procedures that they communicate to all stakeholders, i.e., teachers, administrators and parents. Part of this process is a form, to be completed by the person making the referral, that provides the counsellor with data about the student. As with all referrals, a detailed clarification of the problem is essential. This involves the elimination of possible medical causes and the identification and investigation of precipitating and maintaining factors.

Counsellors in elementary school are constantly reminded that there are two realities at work in accepting referrals. There are problems within the child's control and there are problems beyond the child's control. In schools, the primary mandate is to the child, even though much research indicates that the family is most influential in a child's development and orientation. Despite this, most counsellors and teachers identify counselling with the child as the most important activity in which they engage. Within a school system, the counsellor's mandate is to work through teachers and parents in order to help children attain the goals of schooling. **A counsellor's mandate does not cover family counselling or intensive family therapy.**

Part II:

What are the Referral Issues?

The following table provides a summary of issues, strategies and resources that are elaborated in Parts II, III and IV of this handbook.

Overview of Issues, Strategies and Resources

Referral Issues	Selected Strategies	Sample Resources
Abused children (p. 33) *	• Play (p. 52)	*Counselling Children* by Thompson & Rudolph (pp. 231-232)
	• Social skills training	*The Assist Series*
	• Art (p. 49)	
	• Modelling (p. 52)	*Skillstreaming* by McGinnis & Goldstein
	• Biblio-counselling (p. 50)	
Academic performance (p. 35)	• Assessment	*Assessment of Children* by Sattler
	• Observation	
	• Teach study skills	*Options Series – "Achieving Learning to Learn"* by Fender
	• Teach how to deal with test anxiety	*Counselling Children* by Thompson & Rudolph (pp. 296)

* Page numbers in columns 1 and 2 refer to this handbook.
Page numbers in column three refer to the specific resource book.

Referral Issues	Selected Strategies	Sample Resources
Anxiety (p. 36)	• Play (p. 52)	*Counselling Children* by Thompson & Rudolph (pp. 231–232; 296-297)
	• Assertiveness training (p. 49)	*The Assist Series*
	• Strength exercises	*100 Ways to Enhance Self-concept* by Canfield & Wells
	• Role playing (p. 53)	*The Assist Series*
	• Relaxation training (p. 53)	*The Assist Series*
	• Modelling (p. 52)	*Skillstreaming* by McGinnis & Goldstein
	• Writing such as journal/diary; story completion (p. 52)	*The Assist Series*
	• Behavioural homework assignments (p. 50)	*Behaviour Disorders in Schools* by Alberta Education
Children of alcoholics (p. 37)	• Counselling to help deal with feelings	*Counselling Children* by Thompson and Rudolph (pp. 309-311)
	• Group counselling	*Group Counselling* by Brigman & Early
Death/Loss (p. 38)	• Bereavement counselling	*Are You Sad, Too*? by Seibert, Drolet & Fetro
	• Group counselling	*Group Counselling* by Brigman & Early
	• Play (p. 52)	*Counselling Children* by Thompson & Rudolph (pp. 231-232)
	• Art/Drawing (p. 49)	*Counselling Children* by Thompson & Rudolph
	• Role playing (p. 53)	*The Assist Series*
Depression (p. 39)	• Individual counselling	*Counselling Children* by Thompson & Rudolph
	• Assertiveness training (p. 49)	*Counselling Children* by Thompson & Rudolph (pp. 156 & 236)
	• Goal setting	*Esteem Builders* by Borba
Suicide (p. 40)	• Individual counselling	*Counselling Children* by Thompson & Rudolph (pp. 283-285)
Divorce/Separation (p. 41)	• Individual counselling	*Counselling Children* by Thompson & Rudolph (pp. 306-309)
	• Group counselling	*Group Counselling* by Brigman & Early
	• Anger management	*The Assist Series*
	• Relaxation training (p. 53)	*The Assist Series*

Referral Issues	Selected Strategies	Sample Resources
Eating disorders (p. 42)	• Individual counselling	*Counselling Children* by Thompson & Rudolph
	• Teach about self-esteem (p. 54)	*Esteem Builders* by Borba
	• Group counselling	*Group Counselling* by Brigman & Early
Relationships (p. 44)	• Group counselling	*Group Counselling* by Brigman & Early
	• Develop peer helping programs	*Kids Helping Kids* by Cole
	• Teach social skills	*Skill-streaming* by Goldstein & McGinnis
	• Role play (p. 53)	*Options Series – "Making Friends"*
Misbehaviour (p. 43)	• Teach anger management	*Skill-streaming* by Goldstein & McGinnis
	• Teach social skills	*Skill-streaming* by Goldstein & McGinnis
	• Develop contract with the child (p. 51)	*The Assist Series*
	• Set appropriate goals	*The Assist Series*
	• Teach about self-esteem (p. 54)	*Esteem Builders* by Borba
Self-esteem/self-concept (p. 45)	• Teach about self-esteem (p. 54)	*Esteem Builders* by Borba
	• Assertiveness training (p. 49)	
	• Art/drawings (p. 49)	
	• Strength exercises	*100 Ways to Enhance Self-concept* by Canfield & Wells
	• Set appropriate goals	*Esteem Builders* by Borba
	• Teach problem-solving	*Options Series— "Self-esteem"*

Descriptions of Referral Issues

Abused children

Overview

Referral Issue	Selected Strategies	Sample Resources
Abused children* (p. 33)	• Play (p. 52)	*Counselling Children* by Thompson & Rudolph (pp. 231-232)
	• Social skills training	*The Assist Series*
	• Art (p. 49)	
	• Modelling (p. 52)	*Skillstreaming* by McGinnis & Goldstein
	• Biblio-counselling (p. 50)	

Child abuse usually includes physical, sexual and sometimes emotional abuse. There are two situations where a counsellor may be directly involved. One is when there is a disclosure from a child who is being abused or has been abused, and the other is dealing with the after-effects of abuse.

There are legal and ethical issues that must be known and understood when helping maltreated children. *The Child Welfare Act* (Alberta) and *Protocol and Guidelines for Child Welfare Workers and School Personnel* contain the legislation and procedures for reporting. Anyone who has reasonable grounds to believe a child is in need of protective services must report that to a director (or persons delegated the authority to receive such reports, such as child welfare officers). According to section 3 of the *Child Welfare Act*, any person who fails to comply with this duty is guilty of an offense and liable to a fine of up to two thousand dollars, or in default, imprisonment for a period of not more than six months. It is not unusual for disclosures and reports of abuse to be made to counsellors who must be fully aware of procedures within the school and school jurisdiction for reporting and documenting disclosures.

Counselling such children is not easy because their trust has been betrayed. Counsellors must model consistent caring and positive ways of interacting and behaving. The child's view of reality may have been shaken since trusted adults and teenagers are supposed to be kind and loving. The child's past experience may contradict this assumption which may lead to denial, making counselling complex. Unless the acute effects of trauma have been alleviated, a counsellor should exercise caution in using group work.

Children and families may wish to, and in all likelihood should be encouraged to avail themselves of services outside the school setting. That may require the school counsellor's help.

Abused children can benefit greatly from school counselling services. The child needs to know that the counsellor is a support and not a judge. There are many concerns a child may have following abuse. Once the concerns are revealed and dealt with, the child has a better chance for healing. Such children often have poor social skills which reinforce ideas of lesser worth. Either individual or group training in relationship skills can improve the child's chances of integrating well into the school community.

Prevention training is an effective way to help make sure abuse does not occur. Counsellors often assist teachers in the implementation of the *Child Abuse Prevention Unit* in the Alberta Education elementary health program. They do this either by team teaching or by giving inservice sessions to teachers.

Academic performance

Overview

Referral Issue	Selected Strategies	Sample Resources
Academic performance (p. 35)	• Assessment	*Assessment of Children* by Sattler
	• Observation	
	• Teach study skills	*Options Series–"Achieving Learning to Learn"* by Fender
	• Teach how to deal with test anxiety	*Counselling Children* by Thompson & Rudolph (p. 296)

This issue is one of the most important services a counsellor performs in an elementary school. The counsellor is usually part of the school team. The counsellor helps design Individualized Program Plans (IPP), assesses students' abilities and achievements, consults with teachers and parents about learning ability and styles and/or advises about effective learning strategies to improve student achievement. Counsellors also consult with parents about students with attention deficit disorders, or learning disabilities and students who are gifted and/or mentally challenged. They also teach skills to increase academic growth.

Academic Growth Skills:

- time management and organization skills
- note-taking skills
- memory improvement techniques
- test-taking skills
- anxiety management
- thinking skills, e.g., the ability to ask good questions.

These skills can also be taught as modules in classes or by working with teachers to advise them how to implement such skills in their classes.

Through consultation, inservice programs and newsletters, counsellors can effectively involve parents in their children's academic achievement. Parent programs can be as simple as booklets to improve home/school communication to as complex as setting up a behaviour contract to successfully reinforce completion of homework. Skilled counsellors give parents professional assistance to promote study skills and offer concrete suggestions about attitudes and behaviours related to academic achievement. This often fosters more positive home/school relationships and improves parenting skills.

Anxiety

ROOM 112
Mrs. Jones
1st Grade

Overview

Referral Issue	Selected Strategies	Sample Resources
Anxiety (p. 36)	• Play (p. 52)	*Counselling Children* by Thompson & Rudolph (pp. 231–232; 296-297)
	• Assertiveness training (p. 49)	*The Assist Series*
	• Strength exercises	*100 Ways to Enhance Self-concept* by Canfield & Wells
	• Role playing (p. 53)	*The Assist Series*
	• Relaxation training (p. 53)	*The Assist Series*
	• Modelling (p. 52)	*Skillstreaming* by McGinnis & Goldstein
	• Writing such as journal/diary; story completion (p. 52)	*The Assist Series*
	• Behavioural homework assignments (p. 50)	*Behaviour Disorders in Schools* by Alberta Education

Anxiety is an unpleasant emotional state with qualities of apprehension, dread, distress and uneasiness. Chronic, excessive anxiety is detrimental to growth, learning and performance. Symptoms can include physical ailments; lack of focus, attention, or concentration; and/or failure to learn. Anxiety may be specifically school related, related to self, related to others or of a more generalized nature. School refusal or phobia is the extreme school related declaration of anxiety. Children may refuse to go to school for many reasons. One common situation is when the child appears phobic toward school. Another is related to separation anxiety where a child doesn't want to go to school because of a fear of what will happen at home when the child is absent. A phobia is defined as a fear that is "out of proportion to the demands of the situation, cannot be explained or reasoned away, is beyond voluntary control, and leads to avoidance of the feared situation" (Brulle, McIntyre, & Mills, 1985). To overcome this condition early diagnosis and prompt treatment are essential. Relaxation strategies are one way to control anxiety.

The advantage of having a counsellor located in a school is that when a highly anxious child comes to school, usually under duress, the counsellor is on hand to aid the child's re-entry to the classroom with little or no fuss. This is easier on the child, the teacher and the parents, and school refusal becomes a minor problem instead of a pediatric emergency.

Children of alcoholics/substance abusers

Overview

Referral Issue	Selected Strategies	Sample Resources
Children of alcoholics (p. 37)	• Counselling to help deal with feelings	*Counselling Children* by Thompson and Rudolph (pp. 309-311)
	• Group counselling	*Group Counselling* by Brigman & Early

The school is a major source of information on alcohol and substance abuse. It is often through the school counsellor that children of alcoholics can access necessary services.

Services for Children of Alcoholics:

- information sessions about alcohol use and abuse
- referral to community agencies for special services
- counselling the child of alcoholic families
- supporting children through youth-related settings such as, guides, cubs, church social clubs, etc.
- helping children deal with feelings about being in such a family setting
- assisting children in the development of healthy responses to the family situation.

Death/Loss

Overview

Referral Issue	Selected Strategies	Sample Resources
Death/Loss (p. 38)	• Bereavement counselling	*Are You Sad, Too?* by Seibert, Drolet & Fetro
	• Group counselling	*Group Counselling* by Brigman & Early
	• Play (p. 52)	*Counselling Children* by Thompson & Rudolph (pp. 231-232.)
	• Art/Drawing (p. 49)	*Counselling Children* by Thompson & Rudolph
	• Role playing (p. 53)	*The Assist Series*

Children experience bereavement and other losses in their own unique ways. Counsellors must be aware of the child's developmental level in order to provide appropriate support services and opportunities for growth, because children do not deal with loss experiences as adults do. Before age five, children usually don't realize that death is final and universal. They feel that they are immortal. About age six, children tend to think of death as a person — a shadowy figure who might be outsmarted. They may also think that only old people die. At 10, children begin to understand what death means — some ponder the concept of an afterlife. Frequently, children act out their feelings rather than talk about them. They may also have physiological reactions, such as, headaches or stomach aches. Children from various cultural backgrounds may express grief in forms and customs unfamiliar to many in North America.

Children come to understand that death is a biological process that is irreversible. The realization of the inevitability of death may bring depression and lethargy. Feelings may surface that the child may find unbearable. Allow children to talk freely, ask questions and express their emotions. It is not helpful for a counsellor to use euphemisms for dying or death. Telling children the truth without dwelling on details will help alleviate fears and counteract the development of fearful fantasies.

Counselling techniques such as the use of stories, books and role playing to model comforting, puppetry, drawing and play have all been shown to be effective with children. Children may never have had the opportunity to say good-bye to a loved one and any of these techniques offers ways appropriate to children, especially those who are unable to verbalize their grief. Educating groups or classes about death is a proactive approach to helping children understand death and dying.

Other losses children may have to deal with are the death of a pet, separation or divorce, moves, a medical diagnosis such as diabetes, and their homes being broken into and robbed. It is important to refrain from making judgments. Children may also be exposed to a death of a teacher or a classmate, or a tragic slaying of someone they know. The counsellor may then become part of a crisis team to help individuals and the population at large to cope with such situations.

Every school jurisdiction should have a policy and procedure for bereavement and loss. Alberta Education has compiled a manual called *Bereavement and Loss Manual: For Administrators and Teachers* (1992). This is annotated in the resources section of this manual. A school-based counsellor can be vital in providing immediate bereavement and loss counselling in the event of the death/loss of a peer, teacher or family member.

Depression

Overview

Referral Issue	Selected Strategies	Sample Resources
Depression (p. 39)	• Individual counselling	*Counselling Children* by Thompson & Rudolph
	• Assertiveness training (p.49)	*Counselling Children* by Thompson & Rudolph (pp. 156 & 236)
	• Goal setting	*Esteem Builders* by Borba

Childhood depression is recognized as a disorder and a reality for some children. Diagnosis and treatment are the responsibility of a physician but often it is the counsellor who recognizes symptoms and encourages the referral. Depression is a complex condition that expresses itself in complex ways. Depressed children sometimes misbehave or "act out." The intensity and the duration of the following behaviours are usually part of the criteria to judge if a child may need a medical referral. The following list includes some common symptoms.

Common Symptoms of Depression:

- sense of inadequacy
- decrease in activity
- pessimism
- headaches
- lethargy
- insomnia
- suicidal thoughts.

Those who deal with depressed people must be aware of the danger of suicide, even with children. Counsellors may assist by talking to the doctor(s), giving information to the teacher, and providing support for the child while encouraging involvement in school activities. It is essential to alert parents if there is even a suggestion of suicide from a child. This situation overrides the right to confidentiality.

Suicide

Overview

Referral Issues	Selected Strategies	Sample Resources
Suicide (p. 40)	• Individual counselling	*Counselling Children* by Thompson & Rudolph (pp. 283-285)

There are two aspects of suicide that a counsellor may be called to act upon in the elementary setting. Suicide is rare among this age group but it does occur. Children experience suicide either directly or indirectly. Exposure may come through their immediate family or from the larger community. The counsellor may be called to assist a child who expresses suicidal thoughts or may be called upon to be part of a crisis-intervention team to help the school community deal with a suicide that impacts directly upon it, such as the death of a classmate or teacher. Appendix H outlines sample procedures for a crisis intervention team.

For a suicidal child who has had proper medical intervention, it may be helpful to meet the counsellor. Once a relationship has been established, empathic listening, acceptance, self-esteem building strategies, assertiveness training and other such counselling interventions may be beneficial. Any talk of suicide is cause for concern and it is to be understood from the child's perspective. Young children may talk of suicide as a way of getting attention — to indicate how strongly they feel about something or they may be modelling something they've heard before in response to life's difficulties. It is important to ascertain just what the child means in order to design the right level of intervention. Parents are a crucial part of this process.

Divorce

Overview

Referral Issues	Selected Strategies	Sample Resources
Divorce/Separation (p. 41)	• Individual counselling	*Counselling Children* by Thompson & Rudolph (pp. 306-309)
	• Group counselling	*Group Counselling* by Brigman & Early
	• Anger management	*The Assist Series*
	• Relaxation training (p. 53)	*The Assist Series*

In families where divorce is occurring, counsellors can offer support and services to both children and parents. These services can be direct, as in counselling, or indirect, through services to teachers or parents. There are several issues related to children of divorce that impinge upon the school: parental access to records, release of the child from school, school visits, confidentiality of records and parental access to school functions.

Counsellors Provide:

- recommendations and encouragement for the use of appropriate resource materials
- the provision of a stable environment
- encouragement to parents to be honest, direct, supportive and consistent with their children
- supportive communication within and beyond the school
- new coping skills or assertiveness training to deal with students' experiences or stress
- parents with information about student progress or difficulties
- children with help to explore their values and assumptions about marriage and divorce
- assistance to children with issues of change.

Eating disorders

Overview

Referral Issues	Selected Strategies	Sample Resources
Eating disorders (p. 42)	• Individual counselling	*Counselling Children* by Thompson & Rudolph
	• Teach about self-esteem (p.54)	*Esteem Builders* by Borba
	• Group counselling	*Group Counselling* by Brigman & Early

Eating disorders are more common among adolescents than children of elementary school age. However, counsellors should be aware of the physiological and behavioural symptoms that accompany these disturbances since they can occur especially among upper elementary-aged girls.

How Counsellors can Help Prevent Eating Disorders:

- set up groups that deliver support, information and appropriate positive feedback
- be alert to crisis in the lives of students and provide support and encouragement
- teach the basis of good nutrition and exercise
- if a child wants to diet, find out why. If the need stems from feelings of inadequacy or rejection, deal with these issues or refer the child to other mental health professionals
- provide opportunities for the child to develop autonomy and responsibility.

Misbehaviour

Overview

Referral Issue	Selected Strategies	Sample Resources
Misbehaviour (p. 43)	• Teach anger management	*Skill-streaming* by Goldstein & McGinnis
	• Teach social skills	*Skill-streaming* by Goldstein & McGinnis
	• Develop contract with the child (p. 51)	*The Assist Series*
	• Set appropriate goals	*The Assist Series*
	• Teach about self-esteem (p. 54)	*Esteem Builders* by Borba

Counsellors who understand the goals of behaviour and misbehaviour are more effective in helping children change and assisting teachers in classroom management. One service that counsellors often provide is the development of a behavioural plan so that discipline becomes an educational process. Since the counsellor is usually not the person who administers the plan, the role is consultative and is a team effort.

Children act out for many and various reasons. Often they are unaware of the stimulus that propels their actions. Misbehaviour has many names and levels. The intensity and the duration of the identified behaviour can help a counsellor determine the level of intervention that may be effective. Serious misconduct requires prompt action and may require outside intervention or treatment. Some problems can be dealt with through group work if the underlying force is anger, since anger management lends itself to group and behavioural techniques. Often the underlying need is a bid for attention that can manifest itself in several ways. The negative child seems sullen and refuses to do what is asked, even when the request is reasonable. Counsellors can create a predictable environment that rewards cooperation — no reward is forthcoming if there is a failure to achieve reasonable demands. Help the child set reasonable goals that can translate into a series of successes. These children benefit greatly from talking about or acting out the angry, hostile feelings that often lead them to see the world as unfair and against them. Listening to these feelings can help alleviate some of their guilt and anger. The child may need to understand that it is not the end of the world if unfairness happens. Adults can and do make mistakes.

Relationships

Overview

Referral Issue	Selected Strategies	Sample Resources
Relationships (p. 44)	• Group counselling	*Group Counselling* by Brigman & Early
	• Develop peer helping programs	*Kids Helping Kids* by Cole
	• Teach social skills	*Skill-streaming* by Goldstein & McGinnis
	• Role play (p. 53)	*Options Series– "Making Friends"*

One of the tasks of childhood is to learn how to cooperate with others and to engage in mutually satisfactory relationships. The developmental characteristics of young children may impede the natural progression of these skills without appropriate modelling and/or teaching. Much conflict that occurs in elementary school revolves around interactions on the playground, in the gym and on the way to and from school. Counsellors can have a direct impact on the tone of the school by fostering and helping to implement prosocial skills programs. These include peer support, conflict management, peer mediation, Lions-Quest and mentoring to facilitate non-aggressive ways to resolve conflict and to teach relationship and communication skills that promote connectedness. School-wide programs that encourage positive referrals, teaching a weekly social skill, and make positive P.A. announcements are other ways that the counsellor can facilitate relationships. Appendix G provides information on peer support programs and conflict management. School can be a lonely place for young people, especially those who have moved from another school. They are dealing with many losses, fears and unknowns. Counsellors can welcome new students and set up buddies to introduce the child to the school. Groups that focus on the issues of moving can release many negative feelings and go a long way to ensure that support is available.

Self-esteem/self-concept

Overview

Referral Issue	Selected Strategies	Sample Resources
Self-esteem/self-concept (p. 45)	• Teach about self-esteem (p. 54)	*Esteem Builders* by Borba
	• Assertiveness training (p. 49)	*The Assist Series*
	• Art/drawings (p. 49)	
	• Strength exercises	*100 Ways to Enhance Self-concept* by Canfield & Wells
	• Set appropriate goals	*Esteem Builders* by Borba
	• Teach problem-solving	*Options Series–" Self-esteem"*

The words "self-esteem and self-concept" are often used interchangeably but they do not mean the same thing. Self-esteem is the degree to which one values oneself and self-concept is the core idealization one has of oneself. Self-esteem is the evaluative and judgmental aspect of the self while self-concept tends to be descriptive. These ideas are not unitary concepts and different situations bring out different evaluations. A child may have a low self-concept in school and high self-concept on the hockey rink. It is situational.

People with low self-esteem have feelings of not being important or valuable. They tend to compare themselves to others and usually judge themselves as inferior. This affects the self-concept because the picture gets blacker and more negative as they continually find fault with themselves and condemn themselves for their mistakes and failures. Generally people with low self-esteem have more emotional disturbances, interpersonal difficulties and tend to be less effective in life. Negative feelings about oneself can affect all areas of life — motivation, relationships, school achievement and therefore, future success.

Self-descriptions provide a clue about how the child evaluates the self. If a six-year-old boy says he is bad, he has formed that opinion because of feedback from his world and the yardstick by which he judges himself is "Would a bad boy do this?" Most likely, his behaviour will be congruent with his self-concept.

Part III: What are the Strategies?

The following section describes counselling strategies and approaches that can be helpful in assisting children to develop their potential.

General Characteristics of Counselling Strategies

Counselling strategies and methods are more likely to be effective if they are matched to the child's stage of cognitive, emotional and social development. Children from five to 12 years old may be functioning in as many as three stages of cognitive development. Age is no guarantee of a child's stage of development but can be used a guideline for expectations. For example, methods that demand a child show empathy or appreciate the viewpoint of others will probably be ineffective with most children before age seven. Children before seven years of age usually focus on only one stimulus at a time. Children often have difficulty in seeing the relationship between events or understanding cause and effect. They may find it hard to predict consequences of their behaviour or to appraise the effect of their behaviour on others. A further characteristic of young children is that they understand the world as "black or white" which sets a certain rigidity to thinking about the world and the way it ought to be. Before the age of seven, children tend to solve problems by trial and error. They may need constant feedback about small increments of behaviour to make changes.

Young children may be helped most by methods that appeal to their senses and their imaginations. Concrete objects, pictures, diagrams, examples and demonstrations are helpful learning and counselling aids. The key is knowing the child's level of development and learning style so that techniques can be adapted to suit the individual.

It is generally true that children do not respond to "talking" methods. It may be that the child's ability to express thoughts and ideas is not developed to the point where abstract communication is useful, or children may lack the experience of talking about their feelings. They may also lack the capability to focus on self-limiting behaviour. Children may react with reluctance or suspicion if they have not experienced adults who actively listen to them. In addition, the lack of structure in "talking" therapies may be frightening or pointless to many young children who seem to respond best to action-oriented approaches to facilitate the counselling process.

Many articles have been written and much evidence has been put forward in defense of one theory or another. The counsellor who can be eclectic may be most effective from case to case as no one approach works with every child. Various schools of thought suggest different techniques.

Some approaches advocate non-directive play, drama, role playing, story writing, story completion or direct counselling. Cognitive approaches commonly used in schools are Reality Therapy (Glasser, 1965) and Rational-emotive Therapy (Ellis, 1960).

In Reality Therapy , the counsellor discusses the inappropriate aspects of the behaviour while emphasizing the student's strengths and helps the student to accept school attendance as the best way to cope with the circumstances. Behaviour contracts are often drawn up stating the exact changes to be effected with rewards and sanctions.

Rational-emotive Therapy teaches children self-analysis so they can become aware of their thoughts, feelings and behaviours and evaluate them in an objective manner. The goal is to effect change through effort and practise. Some useful techniques are modelling, role playing, disputing irrational thoughts, cognitive restructuring and humour.

Behavioural approaches such as coping strategies, relaxation or appropriate skill development may be most effective in elementary school.

Selected Strategies that Work

Assertiveness training is used to help children whose basic response in relationships is withdrawal and passivity. The child identifies situations where there is a need for more assertive behaviour. The counsellor encourages the child to make statements that identify the need and the preferred interaction, such as, "I want to play this game and I would like to play with you." Techniques such as modelling, rehearsal and role playing are used to make the behaviour more natural to the child. The child can then be given behavioural homework assignments starting with areas that are the least threatening to use in real life. The child reports progress to the counsellor and efforts are evaluated as to their effectiveness or need for revision.

Art is useful for many interventions and has the potential to provide a motivating and gratifying response from many children. Art provides an expressive activity for communication, socialization, creativity, self-expression and manipulation of the environment. It adapts easily to every stage of development. It can cover thoughts about the past, can document the present, and can be a vehicle to express orientation toward the future. It is an opportunity for new learning where a gap in understanding may exist. Counsellors must plan art activities that are developmentally motivating, use presently developed skills and address the area of need. When using drawing as a technique, it is important for counsellors to understand that children go through developmental stages in their drawing. One should know how normal children draw before attempting to develop hypotheses about the art of a troubled child.

Behavioural homework assignments are used with many approaches to counselling and are given for a wide range of reasons. The homework can be a record of times a behaviour was performed in real life, a record of feelings and changes in feelings, observations of particular situations and attempts to perform a new behaviour.

Biblio-counselling is the use of books or other reading materials for adjustment and growth. Basically, this is another means of educating children about such concerns as: physical disabilities, divorce, death and other losses, sexual or physical abuse and the healing process, self-concept, fear reduction, achievement and other topics. The process begins with the child and counsellor discussing a story they have read. They focus attention on the character's situation, outlook on life and feelings, and help the child identify with the characters. Then they examine the cause-and-effect relationship and problem resolution, to move toward acceptance and growth. Literature can be used with individual children, with small groups of children, with gifted children and with classroom guidance programs.

Media-counselling refers to the use of any media such as videodiscs, videotapes, tape recorders, music and films. The use and purpose are the same as in biblio-counselling.

Classroom meetings are useful to create a cooperative atmosphere where children learn to interact in a positive way and discover alternative solutions to problems and concerns. There is a structure for conducting class meetings that helps build trust and security in the process. Part of the structure comes from the agenda that may look like this:

- good things of the past week
- ways in which to improve next week
- personal problems and concerns
- responsibilities, e.g. monitors
- future plans.

Place the agenda in the room where the children and the leader may add items to discuss at the next meeting. Keep minutes which can be quickly summarized at the end of the meeting and reviewed at the beginning of the next meeting. It is essential that the leader understands and follows the guidelines. Appendix I contains sample guidelines for class meetings.

Contracting is a technique where adult(s) and the child draw up a written agreement stating behaviours to be changed. It is designed to elicit a commitment to eliminate inappropriate behaviours or enhance academic performance. The contract contains a statement of negative and positive consequences. All parties involved in the contract take part in the discussion of the terms of the contract and sign the contract. Copies are kept by all those involved. Contracts are also useful in the classroom and at home. It is important to write the contract with the child so that the child agrees that the behaviours listed are achievable and that the positive reinforcers are attractive enough for behaviour change.

Sample contracts are found in the resource, *Behaviour Disorders in Schools: A Practical Guide to Identification, Assessment and Correction (1986)*, which is described on page 59 of this manual.

Group exercises are practical with small groups or at the classroom level. This type of session may also be offered for teachers and other school staff or parents. The activities and information provide opportunities for discussion especially regarding educational prospects and new learning.

Group Exercise Activities:

- present relevant information on course offerings at the next educational level
- orient students and/or parents with the physical plant of the school, school, school rules, reporting methods, etc.
- hold meetings with teachers to facilitate educational planning
- orient parents with the implications of various educational alternatives
- hold visitations for students to the new school they will attend.

Incomplete sentences are workbook-type exercises that help a child structure thought about likes, dislikes, family, friends, goals, wishes and factors that provoke strong feelings. They may facilitate the exploration phase of counselling by helping to develop awareness of problem areas. Appendix K contains samples of this technique.

Journals or diaries use the child's writing to record thoughts and feelings and can be completed in the counsellor's office or as a homework assignment. Often the counsellor replies to entries with written comments, suggestions or ideas for future consideration.

Modelling is a procedure where a person observes a model performing some behaviour and then attempts to imitate that behaviour. There are many who feel that it is the fundamental learning process involved in socialization. Television, films, videos, books and live models such as friends, classmates, adults or the counsellor are helpful to present appropriate role models. Often role playing and rehearsal follows modelling so the child can practise and modify new behaviours.

Play is a natural medium to use with young children for a wide variety of reasons. It can be used to build rapport, to help uncover feelings, to act out anxious or tense situations in a supportive environment, to teach socialization skills and to help the counsellor understand how the child views the world. The counsellor can either observe the child at play or be an active participant. There are issues of contention about some aspects of play such as time limits, counsellor involvement, and the toys to select. The main consideration in the use of this approach is to carefully examine the goals set out for the child and determine how play can assist in communication and rapport building.

Puppets may be used as a tool to help children explore their feelings, to explore situations or to tell their stories. They are integral parts of both counsellor-designed and commercial programs such as *Developing*

Understanding of Myself and Others (DUSO). Most children respond well to puppets as they seem to help them talk about intense feelings. Animal puppets can be especially effective because children can choose puppets that have particular characteristics to act out their plays. Scripts are helpful for children with little imagination until they are comfortable enough to make up their own plays.

Relaxation is a useful technique in a wide variety of situations. Any approach to a situation that is characterized by tension and anxiety calls for some part of the counselling process to include this strategy. Children often express their distress through their behaviour as opposed to verbalizing it and may be unaware that these feelings are experienced by everyone at one time or another. If their behaviour is disruptive they get much negative feedback that can translate into negative self-thoughts. Relaxation training can increase awareness of these feelings and give the child a sense of control and power.

Relaxation techniques are described in Section H of *Establishing a Positive Classroom Climate* in the *ASSIST Series* (1986). This resource is described on page 63 of this manual.

Role playing can be a useful tool throughout the counselling process. It can help the child communicate, especially when verbal abilities are not well developed and can assist in uncovering feelings. Role playing can provide feedback about the effects of behaviour and can help a child become more sensitive to others and their needs. Role playing also gives the child the opportunity to experience the situation. Role playing can be used to define the problem, to understand others through role reversal, to rehearse new behaviours and as part of other techniques to reinforce concepts. Role playing can also be combined with other tools such as puppets to add another dimension.

Self-esteem enhancers

The most widely used strategy to prevent low self-esteem is to ensure that students have the kinds of relationships and success experiences that foster positive self-evaluation. Treat children with acceptance and respect to encourage them to value themselves. Structure academic demands to promote a sense of competence and capability. With the teacher's help, social interactions are engineered so that healthy socialization occurs.

Strategies for Healthy Socialization:

- use "strength exercises" in a group situation. These are exercises that encourage others to identify strengths in another and to verbalize or to write them down
- assist the child to set realistic goals and develop a step-by-step program to reach the goals
- teach problem-solving skills to help children build confidence in their own abilities
- teach assertiveness training
- find an appropriate buddy or model for the child
- rehearse and practise appropriate behaviours together
- consult with parents and offer resources to help them understand and relate positively to the child.

Workbook-type exercises are activities either commercially made or counsellor designed to help children become aware of behaviour, map out strategies, keep records of progress or evaluate efforts. Appendix K contains activities of this type.

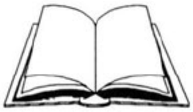
Part IV: What are Some Resources?

This section contains a sample of annotated resources to assist elementary counsellors. The listing is not exhaustive but is presented as a starting point for schools. Readers are encouraged to share useful resources with others by sending them to the provincial coordinator of guidance and counselling, who will maintain a clearing house of materials in this area. Appendix L contains a listing of publishers' current addresses.

Please Send Copies of References to:

The Provincial Coordinator
Guidance and Counselling
Special Education Branch
6240 – 113 Street
Alberta Education
Edmonton, Alberta
T6H 3L2

The intended grade level of the resource is indicated by a shaded box.



ECS	1	2	3	4
5	6	7	8	9

Academic Performance

Bachor, Dan, Carol Crealock. *Instructional Strategies for Students with Special Needs.* Scarborough, Ontario: Prentice-Hall, 1986.

This book contains comprehensive ideas and strategies to provide individualized instruction in the classroom for academically challenged students. The information is presented as part of the process of developing the Individualized Educational Plan (IEP) to deliver appropriate service to all students.

ISBN 0-13-468000-6
Available from Prentice-Hall.
LRDC #153750

Anger

ECS	1	2 ▨	3 ▨	4 ▨
5	6	7	8	9

I Get So Mad, 13-minute video, seven student worksheets, teacher's guide.

The program makes students aware that anger is a natural emotion everyone experiences at times. It shows them that it's not the getting angry that counts, but what they decide to do about it. Lively songs and follow-up discussion questions frame each scenario, as a storyteller moves the action along.

Available from Sunburst Communications.

ECS	1	2	3	4
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When You're Mad! Mad! Mad! Dealing with Anger, 27-minute video, teacher's guide.

This video helps students differentiate between angry feelings and angry behaviour. It shows that children can learn to handle feelings of anger by controlling how they act and by taking positive steps.

Available from Sunburst Communications.

Assessment

ECS ▨	1 ▨	2 ▨	3 ▨	4 ▨
5 ▨	6 ▨	7 ▨	8 ▨	9 ▨

Alberta Education, Education Response Centre. *Teacher Alert System: A Guide for Teacher Managed Assessment of Students Who are "At Risk" of School Failure*, 1991.

This guide is designed for school personnel who are concerned about the needs of students who deviate in some way from the average student. The *Teacher Alert System* can assist in the identification, assessment and intervention process for children who have special needs that make them at risk for learning problems. The *Teacher Alert System* is one way to approach each difficulty and begin to structure each solution.

LRDC #162016

ECS	1	2	3	4
5	6	7	8	9

Alberta Education, Education Response Centre (1992). *Teacher Intervention Practices (TIPS): A Companion Document to the Teacher Alert System*, 1992.

TIPS is for classroom teachers and other school personnel concerned about individual students who may be at risk for learning problems. TIPS addresses issues related to family and welfare, school and classroom environment, physical/sensory disorders, developmental and learning disorders, and temperament and behaviour disorders. Each section presents the indicators for the issue, gives criteria for action, possible reasons for the behaviour and TIPS for dealing with the behaviour. Each section ends with sources of support to classroom teachers and other school personnel.

LRDC # 162024

ECS	1	2	3	4
5	6	7	8	9

Sattler, J.M. *Assessment of Children.* Third Edition. San Diego: Jerome M. Sattler, 1990.

This text contains assessment procedures used to evaluate children for many different purposes, including diagnosis, eligibility determination for special programs and evaluation of progress and change.

ISBN 0-9618209-0-X
Available from Jerome M. Sattler and some university bookstores.

ECS	1	2	3	4
5	6	7	8	9

Sattler, J.M. *Assessment of Children: WISC-III* and *WPPSI*-R *Supplement*. San Diego: Jerome M. Sattler, 1992.

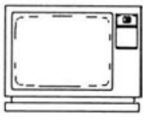
This supplement updates information on the latest revision of the Wechsler scales that are used with young children – the Wechsler Preschool and Primary Scale of Intelligence –

Revised and the Wechsler Intelligence Scale for Children – Revised.

ISBN 0-9618209-3-4

Available from Jerome M. Sattler and some university bookstores.

Behaviour – Prosocial Skills



ECS	1	2	3	4
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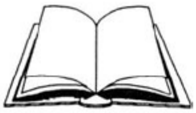
ACCESS Network. *Improving Classroom Behaviour – A Preventive Approach*, 1992.

This videodisc is designed to help teachers develop strategies to prevent behaviour problems from occurring or escalating. The program focuses on techniques that teachers use everyday to help children become independent and cooperative learners. Includes workbook.

LRDC # 3336-01



ECS	1	2	3	4
5	6	7	8	9

Alberta Education, Education Response Centre. *Behaviour Challenges: A Shared Approach*, 1992.

This document is intended for use by, or in consultation with, school counsellors, psychologists and/or special education personnel who are trained to assess and intervene where behaviour problems are suspected. Such experts could use the information in a cooperative effort with students, teachers, parents and administrators. Checklists are provided in a number rating format to encourage discussion, but are not intended to yield quantitative scores that indicate the presence or absence of a problem. The objective is to identify and explore together the possible causes of the perceived behaviour problems. At the same time educators will have access to some specific strategies of dealing with these behaviours in the classroom.

LRDC # 233891

ECS ▨	1 ▨	2 ▨	3 ▨	4 ▨
5 ▨	6 ▨	7 ▨	8 ▨	9 ▨

Alberta Education, Special Education Services. *Behaviour Disorders in Schools: A Practical Guide to Identification, Assessment and Correction*, 1986.

This manual serves as a practical resource document for the classroom teacher who is usually the primary agent in the prevention, identification, assessment and correction of behaviour disorders. It is also intended to provide a conceptual framework where behaviour disorders arise out of conflict situations.

LRDC # 161216

ECS	1 ▨	2 ▨	3 ▨	4 ▨
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Dinkmeyer, D. *Developing Understanding of Myself and Others (DUSO).* American Guidance Service, 1982.

This is a revision of the DUSO 1 kit which is designed to give students a better understanding of social and emotional behaviour.

Available from American Guidance Service.

ECS ▨	1 ▨	2 ▨	3 ▨	4 ▨
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Kriedler, W. *Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom.* Glen View, Ill: Scott Foresman Co., 1984.

This approach teaches children to deal with conflict in a healthy way. Each chapter contains information sections and suggested activities to implement the approach.

ISBN 0-673-15642-7

Available from Good Year Books.

ECS ▨	1 ▨	2 ▨	3 ▨	4 ▨
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Lions-Quest Canada. *Skills for Growing.* Waterloo, Ontario.

This program guides students toward achieving many of the goals of character education, to foster a positive school climate, to provide opportunities for students to engage in meaningful school and community service and to communicate clear expectations for responsible behaviour. Each grade has its own manual. School staff members who opt for this program must participate in the approved training courses.

Available from Lions-Quest, Canada.

ECS	1	2	3	▨ 4
▨ 5	▨ 6	▨ 7	▨ 8	▨ 9

Mannix, Darlene. *Be a Better Student: Lessons and Worksheets for Teaching Behaviour Management in Grades 4 to 9.* West Nyack, NY.: The Center for Applied Research in Education, 1989.

This is a program for students who will profit from specific instruction in behaviour management as it relates to school situations. Copyright permission is given for individuals to reproduce the worksheets for classroom use.

ISBN 0-87628-009-2
Available from The Centre for Applied Research.

▨ ECS	▨ 1	2	3	4
5	6	7	8	9

McGinnis, E., A.P. Goldstein. *Skill-Streaming in Early Childhood: Teaching Prosocial Skills to the Preschool and Kindergarten Child.* Champaign, Ill: Research Press, 1990.

A manual and booklet are available to implement this program that advocates using planned and systematic psycho-educational techniques to teach constructive behavioural alternatives. The six skill groupings are: beginning social skills, school-related skills, friendship-making skills, dealing with feelings, alternatives to aggression and dealing with stress.

ISBN 0-87822-321-5
Available from Research Press, Waterloo Ontario.

ECS	1	▨ 2	▨ 3	▨ 4
▨ 5	▨ 6	7	8	9

McGinnis, E., A.P. Goldstein. *Skill-Streaming the Elementary School Child: A Guide for Teaching Prosocial Skills.* Champaign, Ill: Research Press, 1984.

A manual and booklet are available to implement this program that advocates using planned and systematic psycho-educational techniques to teach constructive behavioural techniques. The five skill groupings are: classroom survival skills, friendship-making skills, skills for dealing with feelings, skill alternatives to aggression and skills for dealing with stress.

ISBN 0-87822-237-5 (book and program forms)
Available from Research Press, Waterloo, Ontario.
A training video from Research Press is also available to learn the skill-streaming program.
LRDC #153817

Bereavement/Loss

ECS	1	2	3	4
5	6	7	8	9

Alberta Education, Education Response Centre. *Bereavement and Loss Manual: For Administrators and Teachers*, 1992.

This manual is intended to be used by school administrators and teachers, ECS to Grade 12. It is designed to assist school personnel in developing a crisis-management plan for use in the event of a death of a staff member or student, whether through illness, by accident or by suicide.
LRDC # 162032

ECS	1	2	3	4
5	6	7	8	9

Seibert, Dinah, Judy Drolet, Joyce Fetro. *Are You Sad Too? Helping Children Deal with Loss and Death.* Santa Cruz, Cal.: ETR Associates, 1993.

This guide contains suggestions for helping children contend with the experience of coping with loss and death. It is written for teachers, parents and other caregivers.
ISBN 1-56071-117-5
Available from ETR Associates.

Counselling Program Development

ECS	1	2	3	4
5	6	7	8	9

Alberta Education. *Developing School-Based Guidance and Counselling Programs in Alberta Schools*, 1990.

A monograph highlighting the various services and programs available for elementary, junior high and senior high schools is outlined in the form of checklists. Sample resource lists accompany each of the three levels. These checklists are intended to be used as a guide and/or monitoring form to assist schools in identifying their particular approaches and resources for guidance and counselling.
LRDC # 159196

ECS	1	2	3	4
5	6	7	8	9

Thompson, C. L., L.B. Rudolph. *Counselling Children*. Monterey, Cal.: Brooks/Cole Publishing Co, 1983.

This book puts theory into practice for counselling children. The authors present practical up-to-date methods for helping children with specific developmental, social or behavioural problems. This book also includes specific suggestions for counselling children who are exceptional or who may be experiencing special concerns such as death, divorce or abuse.

ISBN 0-534-01151-9

Available from Brooks/Cole Publishing Co. and some university book stores.

General

ECS	1	2	3	4
5	6	7	8	9

Class Discussion Series

There are two titles in this series designed to be used with groups.

Allan, John, Judy Nairne. *Class Discussions for Teachers and Counsellors in Elementary School*. University of Toronto: Guidance Centre, 1984.

ISBN 0-7713-0150-2

Allan, John, Penny Bardsley. *Class Discussion Series: Children Who Move*. University of Toronto: Guidance Centre, 199984.

ISBN 0-7713-0139-1

ECS	1	2	3	4
5	6	7	8	9

Options Series

There are 10 books in this guidance series designed for teachers, counsellors and administrators.

- *Abuse*, Val Monk — ISBN 0-920541-63-
- *Achieving*, Richard Freeze — ISBN 0-9220541-55-0
- *Counselling in the Elementary School*, Richard Carreiro — ISBN 0-920541-47-X
- *Making Friends*, William Schulz — ISBN 0-920541-53-4

- *Management Tools*, Nadia Preyma, Marilyn Froment,
  Linda E. Lee – ISBN 0-920541-59-3
- *Self-esteem*, Anita Russell – ISBN 0-920541-51-8
- *Suicide*, Anita Russell and Karen Rayter
  – ISBN 0-920541-65-8
- *The Change/Loss Connection*, Joan Strachan
  – ISBN 0-920541-61-5
- *When I Grow Up*, Bernice Stebbing – ISBN 0-920542-57-7
- *Working with Families*, Richard Carreiro
  – ISBN 0-920542-49-6

  Available from Peguis Publishers, Winnipeg, Manitoba.

The ASSIST Series

ECS	1	2	3	4
5	6	7	8	9

The ASSIST curriculum involves students in a series of cognitively oriented lessons and experiential activities. These lessons and activities are grouped into the following manuals:

- Building Self-concept in the Classroom
- Teaching Cooperation Skills
- Teaching Friendship Skills
- Helping Kids Handle Anger
- Establishing a Positive Classroom Climate.

  Available from Pat Huggins, Mercer Island.

ECS	1	2	3	4
5	6	7	8	9

McConnon, S, M. McConnon. *YOUR CHOICE: A Personal Skills Course for Young People.* Thomas Nelson Publishers, 1992.

Your Choice is a series of 12 books focusing on personal and social skills. Each book is comprised of 10-14 self-contained modules with integrated blackline masters. The modules can be used with small groups (four to six people) or with an entire class.

The lessons are contained in the following books:

1. The Nature of Friendship — ISBN 0-17-438552-8
2. The Skills of Friendship — ISBN 0-17-438553-6
3. Boyfriends, Girlfriends — ISBN 0-17-438554-4
4. Self-Esteem — ISBN 0-17-438555-2
5. Self-Awareness — ISBN 0-17-438556-0

6. Interpersonal Communication — ISBN 0-17-438558-7
7. Assertiveness — ISBN 0-17-438557-9
8. Conflict — ISBN 0-17-438559-5
9. Stress — ISBN 0-17-420247-4
10. Making Decisions — ISBN 0-17-420248-2
11. Feelings — ISBN 0-17-420246-6
12. Groups — ISBN 0-17-420249-0.

Available from Nelson Canada.

Group Counselling

ECS	1	2	3	4
5	6	7	8	9

Brigman, G., B. Early. *Group Counselling: A Practical Guide.* Portland, Me.: J. Weston Walch, Publisher, 1991.

This book provides group lesson plans for all levels from elementary to high school. Permission is given to individuals to make single copies of worksheet pages.

Available from Western Educational Activities, Ltd.

ECS	1	2	3	4
5	6	7	8	9

Corey, G., M. Corey. *Groups: Process and Practice.* Second Edition. Monterey, Cal.: Brooks/Cole Publishing Company, 1982.

This book outlines the basic issues and key concepts of group process and shows how group leaders can apply these concepts to their work with a wide range of groups. Chapter nine is about groups for children.

ISBN 0-534-01174-8

Available from Wadsworth, Inc. and some university bookstores.

Group Activities for Team Building

ECS	1	2	3	4
5	6	7	8	9

Sabrinsky Foster, Elizabeth. *Energizers and Icebreakers for All Ages and Stages.* Minneapolis, Minn.: Educational Media Corp, 1989.

This book is intended to assist group leaders, teachers, counsellors, and peer helpers in the development of relationships and active learning. Activities can be adapted to the particular number of persons and the ages of the individuals participating in the group.

ISBN 0-932796-25-7

Parenting

Parents

Dinkmeyer, Don, Gary McKay. *Systematic Training for Effective Parenting.* Circle Pines, Minn.: American Guidance Service, 1976.

STEP is based on a philosophy of how to raise a healthy child based on reading, discussion, exercises reflecting typical concerns, encouragement of and by participants and putting principles and techniques into practice in one's own family.

Available from American Guidance Service.

Peer Support

ECS	1	2	3	4
5	6	7	8	9

AADAC. *Peer Support: Designing Interpersonal Skills – A Training Plan*, 1990.

This binder of sequential lesson plans trains students to be part of a peer support team. There are sample forms and letters to help structure your program.

Available from AADAC Community Education Services.

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ECS	1	2	3	▨ 4
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Cole, Trevor. *Kids Helping Kids: A Training Manual for Elementary Teachers and Counsellors.* University of Victoria, 1984.

This manual outlines steps in setting up a peer support program and describes activities to facilitate training. Exercises to build communication, trust and help children organize activities are given in lesson-plan form.

Available from University of Victoria.

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ECS	1	2	3	4
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Schumpf, F., D. Crawford, H.C. Usadel. *Peer Mediation: Conflict Resolution in Schools.* Champaign, Ill: Research Press, 1992.

This comprehensive training program provides the information needed to organize and implement a successful peer mediation program with students in Grades 6 to 12. Peer mediation is a non-adversarial program in which student mediators help fellow students resolve conflict.

ISBN 0-87822-330-4 (program guide)
ISBN 0-87822-331-2 (student manual)
Available from Research Press.
A peer mediation training video is also available from Research Press.

Self-esteem/Self-concept

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▨ ECS	▨ 1	▨ 2	▨ 3	▨ 4
▨ 5	▨ 6	▨ 7	▨ 8	9

Borba, Michele. *Esteem builders: A K– 8 Self-esteem Curriculum for Improving Student Achievement, Behaviour and School Climate.* California: Jalmar Press, 1989.

Esteem Builders is a complete curriculum for enhancing student self-esteem. It contains philosophy and practical activities aimed toward building self-esteem in children. The book provides a collection of ideas, activities, centers and contracts to achieve this purpose.

ISBN 0-915190-53-2
Available from James Battle & Associates.

Canfield, Jack, Harold Wells. *100 Ways to Enhance Self-concept in the Classroom: A Handbook for Teachers and Parents.* Second Edition. Englewood Cliffs, NJ.: Prentice-Hall, 1994.

▨ ECS	▨ 1	▨ 2	▨ 3	▨ 4
▨ 5	▨ 6	▨ 7	▨ 8	▨ 9

This revised edition challenges teachers to create a self-enhancing learning environment by validating one's sense of identity. The activities are practical and eclectic.

ISBN 0-13-636944-8

Available from Longwood Division, Allyn & Bacon.

Feeling Good About Me, 16-minute video, eight student worksheets, teacher's guide

ECS	1	▨ 2	▨ 3	▨ 4
5	6	7	8	9

This program helps young viewers build a stronger self-image by learning to value their own uniqueness. Situations students can easily identify with are presented, along with discussion questions and lively songs to teach positive steps to self-esteem.

No. 2364-TG

Available from Sunburst Communications.

Study Skills

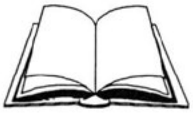
Frender, Gloria. *Learning to Learn: Strengthening Study Skills and Brain Power.* Nashville, TN: Incentive Publications, 1990.

ECS	1	2	3	▨ 4
▨ 5	▨ 6	▨ 7	▨ 8	9

A program that combines learning styles and study skills. The copyright permits the purchaser to reproduce sufficient quantities to meet yearly classroom needs.

ISBN 0-86530-141-7

Available from Western Canada Distributors.



ECS	1	2	3	4
5	6	7	8	9

Greene, Lawrence J. *Study Smarter, Think Smarter: A Ready-to-Use Study Skills Program for Grades 4 to 8.* West Nyack, N. Y.: The Center for Applied Research in Education, 1993.

This is a workbook-style course in study skills. The copyright states that permission is given for individual administrators and teachers to reproduce the forms and checklists for classroom or center use.

ISBN 0-87628-873-1

Available from The Centre for Applied Research.

Epilogue

One Case Study

Joey, a bright likeable Grade 1 student, is not learning to read. His teacher has identified some areas of strength and weakness but would like some formal assessment to help her plan effectively for Joey's learning needs.

The counsellor met with Joey and completed an assessment to help determine his educational needs, his learning style and his strengths. In consultation with his teacher and parents, placement considerations and learning strategies such as paired reading were discussed to decide how to best teach him to read. Other consultation topics were his self-esteem related to school, as well as home activities to let him know what he's doing right and that learning involves time, effort and some setbacks. This example involves some crisis aspects because Joey is falling behind the class norm. It involves some developmental aspects in that this is the time when most young children learn to read. The suggested strategies for home and school will help him move through this block to achieve appropriate developmental tasks. The case involves some preventive aspects because Joey has been exposed to a collaborative problem-solving process that includes his awareness that problems can be solved.

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Appendices

Appendix A

Cluster Groupings of Elementary School Counselling Tasks.

(M.A. Thesis by Linda Chorney, Department of Educational Psychology, University of Alberta, 1994)

Cluster 1 Individual Counselling/Crisis:

- Assist students who are suicidal
- Crisis counselling
- Individual counselling — personal problems
- Individual counselling — peer relations
- Individual counselling — bereavement
- Individual counselling — teacher conflicts
- Individual counselling — divorce
- Addiction counselling
- Play therapy.

Cluster 2 Individual Counselling/Assisting in Skill Development:

- Anger management
- Behaviour management techniques re: individual students
- Assist students to open up about abuse
- Assist students to develop communication skills
- Deal with out-of-control students
- Assist students to be assertive
- Assisting children re: time management skills
- Affective education counselling
- Staff/parent counselling re: personal problems
- Assist victims of sexual assault in preparing for court.

Cluster 3 Group Counselling:

- Small group counselling – peer relations
- Meet with individual parents re: behaviour problems
- Group counselling re: self-esteem
- Small group counselling – coping strategies re: divorce
- Coach students with academic problems
- Small group counselling – death
- Group counselling re: chemical dependency in family
- Family counselling.

Cluster 4 Classroom-related Activities:

- Classroom delivery of modules such as friends/social skills/death/abuse prevention
- Classroom counselling – prosocial skills
- Co-counselling in family intervention
- Classroom counselling – health education
- Classroom counselling – personal safety programs.

Cluster 5 Contact with Outside Programs:

- Refer students and families for individual counselling
- Planning and booking speakers on health and guidance topics
- Arrange for human sexuality programs
- John Howard program
- Seventh Step Program
- Junior Achievement Program.

Cluster 6 Contact with Outside Agencies:

- Network with social services
- Network with school board consultants
- Work with police
- Work with public health
- Sit on local interagency committee
- Member of local learning disabilities association
- Liaison between hospital and school
- Sit on district child abuse prevention society
- Chair mental health funded programs
- Sit on board of local boy's and girl's club.

Cluster 7 Group Training:

- Behaviour management techniques re: class
- Coordinate positive behaviour plan
- Parent sessions – parenting strategies
- Conflict training management sessions
- Resource person for teachers re: self-esteem programs, prosocial skills programs
- Organize student conflict management teams
- Peer support training sessions.

Cluster 8 In-school Education Programs:

- Helping students and parents with transition to junior high
- Study skills program
- Classroom observation (of students)
- Assist teachers/parents with placement options for junior high
- Programming for special needs students
- Career counselling
- Study buddy program.

Cluster 9 School committees/Work within Organization:

- Consultative role to administration
- Case conference
- Attend parent-teacher-student conferences
- Critical response team
- Referral agent for special testing
- Attend monthly counsellor meetings
- Staff development
- Provide assistance to new counsellors
- Sit on school discipline committee
- Help with professional development committees
- Career education day
- Coordinate meetings for parents
- Coordination of district-wide testing.

Cluster 10 Testing:

- Individual testing – intelligence
- Individual testing – diagnostic
- Individual testing – perception
- Testing of special needs students
- Psycho-educational assessments.

Appendix B

Elementary Counselling Needs Assessment

Please circle your position: Parent Teacher Administrator Classified Staff

Other____

1. Have you, or a student under your care, used the services of the school counsellor?

   _____yes ______no

2. Has the assistance received by you or the student been useful?

   _____yes _______no

   Please explain:____

   ____

   ____

3. My main concern is ____

   ____

   ____

4. Below are a number of items related to school counsellors' activities. Please circle the number which best indicates how much you think is needed. If you are not sure of the service, please refer to the information sheet.

Counsellor's Activities

		least				most
1.	Affective education (classroom level)	1	2	3	4	5
2.	Health curriculum support	1	2	3	4	5
3.	Small group counselling	1	2	3	4	5
4.	Individual/personal counselling	1	2	3	4	5
5.	Consultation with teachers	1	2	3	4	5
6.	Consultation with parents	1	2	3	4	5
7.	Consultation with students	1	2	3	4	5
8.	Consultation with other professionals	1	2	3	4	5
9.	Peer support	1	2	3	4	5
10.	Information presentations/seminars	1	2	3	4	5
11.	Psycho-educational assessment	1	2	3	4	5
12.	Other_____________________	1	2	3	4	5

Thank you for taking the time to answer these questions. *This page is reproducible.*

Information Sheet to Accompany the Elementary Counselling Needs Assessment

Below is a description of services presently available from the counselling program. You may wish to use this as a reference when completing the survey.

Counselling Services Available

1. Affective Education Programs

- Self-esteem
- Decision making
- Conflict management
- Friendship
- Cooperation
- Communication skills
- Study skills

2. Health Curriculum Support

- Self-awareness
- Relating to others
- Career awareness
- Personal safety
- Human sexuality

3. Small Group Counselling

- Problem-solving strategies
- Conflict resolution
- Emotional support groups (loss, divorce, family issues)
- Prosocial skills
- Self-esteem
- Assertiveness training
- Study skills

4. Individual Counselling

- Personal
- Social
- School issues
- Crisis intervention

5. Consultation with Teachers

- Affective education
- Individual emotional/social/academic needs
- Behaviour and child management
- Individual program plans
- Interpretation of assessment results

6. Consultation with Parents

- Child development, progress and special needs
- Family issues
- Child management
- Individual program plans
- Interpretation of assessment results and recommendations

7. Consultation with Students

- Learning styles/needs
- Study/organizational strategies
- Orientation to new schools/programs
- Educational planning

8. Consultation with Other Professionals and/or Agencies

- Appropriate referrals to student services
- Appropriate referral to and liaison with outside agencies (e.g. Alberta Social Services, mental health professionals, medical professionals)

9. Peer Support

- Students helping students

10. Information (Written or Presentation Form)

- Study skills
- Parenting
- Discipline
- Stress management/coping skills
- Learning and behaviour difficulties
- Child development

11. Psycho-educational Assessment

- Group and individual intellectual ability testing to identify learning strengths, weaknesses and individual needs for programming or placement.
- Other psycho-educational testing to establish academic levels and needs.
- Interpretation and recommendations to assist with program planning.
- Completion of relevant forms for support services, special funding and/or special class placement.

Guidance and Counselling
Elementary Student Questionnaire

Draw a line through the face that best tells how you feel

1. Has the school helped you learn how to get along with other children?

   ☺ 😐 ☹

2. Has the school helped you learn how to get along with adults?

   ☺ 😐 ☹

3. Has the school helped you learn how to make decisions?

   ☺ 😐 ☹

4. Do you know what things you do really well?

   ☺ 😐 ☹

5. Do you know what things you might need help with?

   ☺ 😐 ☹

6. Has the school helped you learn how to study?

   ☺ 😐 ☹

7. When you have problems that you cannot solve, do you know how to get help from someone at your school?

   ☺ 😐 ☹

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8. Do you know how to get help with your school work at your school?

🙂 😐 🙁

9. Do you get help when you need it at school?

🙂 😐 🙁

10. Have you ever met or spoken with your counsellor?

🙂 😐 🙁

11. How do you feel while you're at school?

🙂 😐 🙁

12. How do you feel about working with the other children in your class?

🙂 😐 🙁

13. How do you think the other children feel about you?

🙂 😐 🙁

14. The most important thing(s) a counsellor could do for me would be

____

____

____

Thank you

This page is reproducible.

Appendix C

Counsellor Program Plan (CPP) Example

This is a sample of selected monthly goals. In a school, this would be more comprehensive.

Annual Counselling Program – CPP

Year: 1993–94 Counsellor: Ms Smith

School: Alberta Elementary Grades: ECS to 6

Major Program Goals:

- To focus on presenting and reinforcing the development of appropriate prosocial skills in a consistent manner on a school-wide basis
- To address a concern about student conflict and its resolution in a way that is constructive and gives responsibility to the students
- To develop a model to teach children about personal responsibility in regard to feelings.

Month	Activity & Timeline	Evaluation
September	Planning for major initiatives with the administrative team – end Sept. 30th.	Plans for prosocial skills program are written. Posters are prepared for the first three school-wide skills.
October	Set up peer support programs. Meet with the teacher coordinators and plan student meetings– end Oct. 15th	Student applications are processed and teams are ready to begin training.
November	Prepare for parent-teacher-student conferences – end Nov. 21st	All conferences are planned and data on student referrals, programs, etc., has been gathered in preparation for the meetings.
December	Evaluate prosocial skills program	Collect data from anecdotal records, office records and send parent questionnaires.
January	Coordinate health curriculum programs	Resources are ordered and parent information evenings are planned and advertised.
February	Review and adjust program plans for special needs students	The student support team has met and adjustments are documented and discussed.
April	Bicycle safety initiative	Speakers are booked and students have completed questionnaires.
May	Orientation groups are set up for junior high and Grade 1	Grade 6 students have visited the junior high and ECS students have visited Grade 1.
June	Evaluate program	Program evaluations are collected and data compiled.

Program activities

- Individual and group counselling
- Psycho-educational assessment
- Parent/teacher consultation
- Coordination and teaching of affective education programs
- Peer support training and coordination of projects
- Inservice
- Coordination with other agencies/professionals

Measurement of outcomes –

1. A drop in the number of detentions because of the prosocial skills that were presented in the school-wide program
2. Parent reports of behavioural change
3. Data collection of each individual case and group meetings to record measurable differences.

Year-end comments:

____

____

Appendix D

Sample Interview Format

This form is adapted from *The Children's Life-style Guide* by Donald Dinkmeyer and Don Dinkmeyer, Jr.

Name:____ Age:__________

School:____________________________________ Grade:____________

Birthdate:__________________________________

Gender:____________

1. Name all the children in your family. Tell their age and grade in school:

____

____

____

2. Name the family pets:

____

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3. If you had your choice, would you go to school or stay at home? What makes you say that?

____

____

4. What is your favorite subject?___________________________________

   Why?____

5. What is your least favorite subject?_______________________________

   Why?____

6. If you had three wishes, what would they be?

   a)____

   b)____

   c)____

7. What are some of the things you are afraid of?

   ____

   Why?____

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Appendix E

Student Data Collection

Forms to record skill practice and counselling

Name:____

Date: from:____________________ to:____________________

Skill: ____

Who did I try this with? ______________________________

When? ____

What happened? __________________________________

Circle one — I am: *happy* *O.K.* *sad* about how this worked.

The next time I will ________________________________

Data form – Record of counselling

Name:______________________________ Date:____________

Skill to be practised ________________________________

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

1. I can now do this skill yes no
2. I need more help yes no

   I need help to __________________________________

   ____
3. Other places I can use this skill________________________

   ____

Signed:____

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Appendix F

Counselling Outcomes

Student's name: ______________________________

Grade: ______________ Age: ______________

Presenting problem: ______________________________

____

____

____

Interview with parent(s): ______________________________

____

____

____

Interview with teacher(s): ______________________________

____

____

____

____

Counselling goals: ______________________________

____

____

____

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Strategies:____

Issue status?____

What worked?____

What changes took place in the presenting problem? (Be specific)

This page is reproducible.

Appendix G

Peer Programs

Peer Support

Peer support is a peer helper program that is used effectively at all school levels.

Peer Support Provides:

- services to students in the school community
- opportunities for team members to develop new skills
- a means of improving the overall school climate.

The peer support team is often composed of Grade 5 and 6 students and staff members who train the students and coordinate the program. Peer support team members should receive training in communication skills, decision-making, problem-solving and organizational skills.

Peer-support Services:

- Peer tutor
- Playground buddy
- Welcome new students
- Conflict managers
- Increasing a positive atmosphere at school by warm fuzzy messages (fuzzy grams) for positive statements, etc.
- Assisting with a school-wide prosocial development program by performing skits and role plays at assemblies or in classrooms to model the skill to be learned.

Conflict Management

Conflict management is a positive alternative to discipline. The conflict management team is composed of Grade 5 and 6 students plus staff members who train the students and coordinate the program. The students are trained in communication and problem-solving skills and are given a specific procedure to deal with interpersonal conflict. The team members deal only with interpersonal conflict. After each dispute is settled, a form is completed to indicate the nature of the resolution. The majority of the team's work is done by the students.

Appendix H

Crisis Intervention Team

Counsellors in many Alberta school jurisdictions are part of Critical Intervention Teams to assist school populations to deal with death of a student or staff member, whether non-suicidal or suicidal. The impact of these events affects individuals as well as the educational process. A procedure has been developed whereby the team can spring into action as soon as contact is made.

School-based Decisions:

- Contact the Critical Response Team
- initiate a chain call to staff members
- begin and end the day with a staff meeting where the administration reveals known facts as they are available
- arrange for substitute teachers for administration and/or counselling and/or other staff
- schedule special events of the day
- print the special schedule and distribute to staff
- send a written message to parents outlining what has happened
- decide the location of the crisis center
- meet with students by homeroom or at grade levels
- decide who will run the students/staff meetings
- access community resources such as clergy or Family Community Social Services (FCSS)
- relieve secretaries from telephone answering
- designate a spokesperson to deal with the media
- decide who will visit the victim's home
- decide when a memorial service will be held at school.

Counsellors are to acquaint themselves with their jurisdiction's procedures to be fully part of the team.

Appendix I

Guidelines for Class Meetings:

- Concentrate on the positive. Deal with the negative and do it in a brief, constructive way. Encourage children to think of positive and acceptable solutions
- Focus on one issue at a time
- Discuss the issue when the children are calm, rather than during the conflict
- Involve the students in developing a routine. Ask for their ideas. If the children cannot come up with ideas, you can give some choices from which they can choose to start the discussion. Keep the options relevant
- Encourage participation and welcome contributions
- Once the children have a thorough understanding of the process and of the leader's role, begin to let the students rotate the role of leader for the meeting.

Appendix J

Incomplete Sentences

1. Today I feel______________because________________________________
____
2. My parents____
3. My classmates ____
4. At school I usually_______________________________________
5. I like____
6. I dislike ____
7. My hobbies are ____
8. My favorite TV show is____________________________________
9. My looks ____
10. My favorite subject is ____________________________________
11. My least favorite subject is ________________________________
12. I am afraid ____
13. My family ____
14. My dream ____
15. Friends____

This page is reproducible.

Appendix K

Workbook-type Exercises

Sample A **Six Wishes**

1. If you could have any kind of world to live in, what kind of world would it be?

    ____

    ____

2. If you could have any kind of family, what kind of family would it be?________

    Who would be in it? ____

3. If you could have anyone in the world for a friend, who would it be? _________

    Explain why ____

    ____

4. If you could be anything or anybody you wanted, what or who would you be?

    Why? ____

5. If there was one thing you could do all day long without stopping, what would it

    be?____

    Why? ____

6. If you could pick your dream at night, what would it be?

    ____

    ____

This page is reproducible.

Sample B

Something Good That Happened at School This Week

Monday: ______________________________

Tuesday: ______________________________

Wednesday: ____________________________

Thursday:______________________________

Friday: _______________________________

Sample C

What I Did Today

Today is ______________________________

In the classroom

1. I worked by myself________________________
2. I joined in a group to work____________________
3. I got to work with someone I chose ______________
4. A classmate asked me to work in a group___________
5. Today I would like to work with_________________

On the playground:

1. I played by myself at recess _________________
2. I asked to join in a game ____________________
3. Someone asked me to play with them_____________
4. Today I would like to play with ________________

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Appendix L

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- *Business Involvement in Education Literature Review*
- *Business Involvement in Education: Public Consultation Findings*
- *Framework for Enhancing Business Involvement in Education*
- *Partnerships Survey Report, 1995: School–Business Partnerships in Alberta*
- *Proceedings Report: Invitational Forum on Business Involvement in Education*
- *Technical Appendix Business Involvement in Education: Public Consultation Findings*

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Executive Summary

Creating Independent and Interdependent Learners: Business and Education Working Together reports on the work of the business involvement dimension of the MLA Implementation Team on Business Involvement and Technology Integration (the I-Team) and the Business Involvement Advisory Group (BIAG). The I-Team consists of Denis Herard, MLA Calgary Egmont (chair) and Hung Pham, MLA Calgary Montrose. The I-Team's responsibility, as assigned in 1994 by Halvar Jonson, Minister of Education, was to **consult with education interest groups and the general public to provide plans and recommendations for expanding business involvement in education through workplace learning opportunities for students**.

From Dependence to Independence and Interdependence

Early in its deliberations, the I-Team and BIAG agreed that:

- **"business" would be defined broadly to include private, for profit firms, not-for-profit organizations, and public sector employers—in other words, all employers including organizations that involve volunteer workers.**
- society must develop business organizations that are also learning organizations, and **citizens as workers must have the attitudes and skills that enable them to be independent and interdependent lifelong learners**.

This report includes the background to the establishment of the I-Team and BIAG, identifies and expands upon issues identified through an extensive input seeking process and provides a vision of a preferred future and current status for each issue. Detailed recommendations are provided on how each preferred future may be attained.

Background

Throughout the 1980s, Albertans became increasingly aware of the difficulty many students were having in making a smooth transition from the school to the workplace. Given the changing and complex nature of work, employers were indicating that secondary schools had to do more to help all students develop employability skills. A significant number of students enter the workforce directly from senior high school. School programs, however, tend to focus on the needs of those students destined for university, yet many students who attain university degrees were returning to colleges and technical institutes to improve their employability.

Knowing this, Alberta Education began, in 1989, to update all of its practical arts courses (business education, industrial education and home economics). The new curriculum is known as Career and Technology Studies (CTS). In addition, the senior high school Registered Apprenticeship Program (RAP) was jointly developed by Alberta Education and Alberta Advanced Education and Career Development.

While viewed positively by most Albertans, these program developments raised the following two issues that were the starting point for the deliberations of the I-Team:

Main Issues

- The effective delivery of RAP and some CTS strands is accomplished most successfully through work site learning where students will have access to equipment and up-to-date expertise, and are exposed to "real-life" settings. This necessitates the support of employers and a close relationship between employers and schools.
- Students and their parents, as well as educators and employers, need to see programs such as CTS and RAP as valuable alternatives if enrollments in these programs are to increase.

Interrelated Issues

As the I-Team and BIAG considered these main issues, several other interrelated issues emerged.

- Our society must accord more value to the trades, services and technical careers. Parents and students need more information about these careers, about the changing labour market and the increasing importance of the "knowledge worker." Schools and students need support from employers to offer more effective career counselling and career-oriented programs.

- Schools need to place increased emphasis on employability skills and entrepreneurial skills. With better links between employers and educators, part-time student jobs can become more effective learning experiences.

- To create better learning futures for students, business and education must work more closely together to support student learning. Business must be more involved in educational policy directions at the school, school system and provincial levels. The level of dialogue and understanding between employers and educators must be improved. Both provincial and community coordinating structures are needed to ensure equity of support to students and to facilitate idea sharing.

To address these issues, **one of the report's major recommendations is that business and labour organizations consider establishing a provincial level Career Education Foundation/Society**. This body could assume many roles, such as:

- assisting with a public relations program regarding the values of careers in the trades, services and technologies
- supporting career counselling
- facilitating teacher/business employment exchanges
- facilitating electronic linkages among schools in communities with limited industrial bases and businesses
- "networking" community-based Business–Education Councils
- facilitating an annual conference that could serve as a forum for discussion of joint issues and showcase effective business–education partnerships
- creating processes or mechanisms to develop better general understanding of business–education partnerships
- identifying schools that do not have partnerships and encouraging business/employers to be more proactive in establishing partnership.

“Demand Side” Issues

The I-Team realizes that all of the issues that were addressed are “supply side” issues. These “supply side” issues pertain to how educators and employers can work together to improve the general education of students and their preparation for the workforce. This alone will not solve all problems of unemployment. Governments must also address “demand side” issues such as job creation and work sharing. However important “demand side” issues are, the “demand side” issues were determined not to be the mandate of this I-Team effort.

Post-secondary Transitions

The basic mandate of the I-Team is to provide recommendations to the Minister of Education regarding programs for Kindergarten to Grade 12. However, the I-Team suggests that **the general principles and many of the specific recommendations in this report are equally applicable to the post-secondary educational system in Alberta**. Indeed, it is believed that students would be better served if there were more joint planning between Alberta Education and Alberta Advanced Education and Career Development (some suggest that perhaps amalgamation should even be considered). This could result in more “seamless transitions” as students move from one level to the next. However, business/employer involvement and work site learning opportunities should be available at all levels to ensure that programs are as relevant as possible.

Public Input

Extensive input, which helped to clarify the issues and led to the recommendations, was facilitated through the establishment of BIAG. In a series of ten, one-day meetings, BIAG reviewed a variety of related national and international information. BIAG also heard presentations from several interested individuals and groups, such as Junior Achievement, the Calgary Partnerships Foundation, partnership and work experience coordinators, and specialist councils of the Alberta Teachers’ Association (ATA). A *Business Partnership Survey 1995* and the results of a questionnaire developed under contract to Nichols Educational Consulting provided further input. Finally, at an Invitational Forum held January 18–19, 1996 approximately 130 Albertans commented on draft recommendations and proposed additional recommendations.

Recommendations

The full report focuses on nine interrelated topic/issues. A vision for a preferred future is put forward for each topic/issue. The vision is followed by a description of the current status and a set of related recommendations. The recommendations are summarized below and shown graphically on page xviii. More detail is provided on pages 14 to 44. Some of the recommendations relate to changes in the curriculum of schools. The I-Team realizes that the curriculum is already "crowded." **Any curriculum additions should be considered over the entire K–12 span rather than just at the senior high school level**. Extending senior high school by adding Grade 13 was not considered to be an acceptable option.

Topic/Issue 1

Communication and Understanding Between Business/Employers and Education

- That each school system be required to adopt and implement a policy respecting the involvement of local businesses in education. The policy should address ethical issues by affirming the Conference Board of Canada's *Ethical Guidelines for Business–Education Partnerships*.
- That community-based business–education councils be formed to develop better understanding and communication at local levels.
- That the Alberta Teachers' Association encourage its members to become members of community groups likely to represent a cross section of employers, and that business/employer organizations be encouraged to solicit educators as members.
- That businesses, employers, and their organizations, encourage their employees and members to become more involved in education.
- That Alberta Education review the core curriculum at all grade levels and make whatever changes may be required to ensure that all students acquire a general understanding of how businesses operate and of their role in society.

Topic/Issue 2

Business/Employer Involvement in Educational Policy-making

- That business/employers be involved in educational policy development by:
  - helping educational institutions understand the labour needs of business and communicating those needs to the schools
  - being active participants in School Councils
  - helping educational institutions understand the nature of the desired employability skills
  - participating in an Annual Conference to review progress to date and establish new directions.
- That structures whereby business/employers can have input to educational policy-making at all levels be developed and/or identified and clearly communicated.
- That Alberta Education continue to survey employers and other stakeholders regarding their satisfaction with involvement in educational decision-making.

Topic/Issue 3

Employability Skills

- That Alberta Education periodically review the provincial learning expectations and curriculum at all grade levels, inviting a cross section of employers, employer groups, students and other Albertans to comment on their appropriateness.
- That Alberta Education complete the development of assessment standards and instruments for all courses that represent the minimum graduation requirement.
- That school systems develop skills portfolios to document student learning in employability skill areas and encourage all students to maintain such portfolios, beginning at the latest in junior high school.
- That school systems encourage all senior high school students to engage in at least one work site learning experience, and

that Alberta Education pilot a requirement of a 3-credit work experience course.

- That employer organizations, in cooperation with Alberta Education,
  - maintain an ongoing effort to inform employers about the standards required for graduation
  - encourage employers to take into account a student's school learning achievements in the part-time employment of all nongraduates under age 18
  - request student transcripts and portfolios from all first time job applicants
  - acknowledge successful high school work experience as one criterion for selection of first time job applicants.
- That scholarship providers recognize and value a wider range of skills, including employability skills, as criteria for scholarships.
- That post-secondary institutions consider employability skills and assessment of prior learning as one criterion for program admission.

Topic/Issue 4

Entrepreneurship Education

- That a public/private sector committee be established and supported by Alberta Education to review the status of entrepreneurship concepts in the curriculum.
- That a distinct, coordinated, organizational presence to support the advancement of entrepreneurship awareness and training in Alberta be established.
- That teacher training institutions include an understanding of entrepreneurial skills in their set of expected teacher competencies.
- That post-secondary institutions consider entrepreneurship skills as one criterion for program admission.

Topic/Issue 5

Valuing All Career Areas and All Educational Programs Equally

That a partnership of labour and business organizations, Alberta Education, and Alberta Advanced Education and Career Development, initiate programs, including a public relations campaign to improve the image of trade, service and technical careers, and the image of school programs that prepare young people for these careers.

- That school systems implement a more effective career counselling program, beginning in elementary school.
- That Alberta Education, with input from business/employers and others, review present diploma requirements with a view to making selected employability skills compulsory requirements for graduation.
- That Alberta Education set explicit learning expectations and standards for general work experience courses.
- That the Government of Alberta, in cooperation with business and employer organizations, explore:
  - how the sharing of technological equipment among schools, and between schools and businesses, can be maximized
  - the possibility of creating a business sponsored and administered fund to facilitate the development of "knowledge workers"
  - incentives for businesses to provide work site learning opportunities.
- That schools implement alternative flexible forms of student scheduling that facilitate work site learning and different learning styles.
- That *School Act* legislation be changed so that the authority to approve workplace learning sites, and direct students to them, is delegated to school principals.
- That the Students Finance Board be directed to develop appropriate scholarships for students with high levels of performance in complementary programs, such as CTS and

RAP, and that business also be encouraged to provide such scholarships.

- That Alberta Education and Alberta Advanced Education and Career Development consider establishing another youth apprenticeship program in addition to RAP, which would provide a "seamless transition" from high school to post-secondary programs.
- That Alberta Education, Alberta Advanced Education and Career Development, and the Apprenticeship Board and Committees review and align the academic requirements of high school programs and apprenticeship trade entry requirements.
- That the Apprenticeship Board examine the reasons for limited availability of entry-level apprenticeship positions, and address these reasons where possible.

Topic/Issue 6

Part-time Jobs

- That business organizations encourage employers to provide part-time student workers with as much breadth of experience as possible.
- That employers, educators and parents work together to encourage an appropriate balance among time students spend on school work, part-time work and recreational activities.
- That Alberta Education develop a framework within which school principals and employers can work together to develop programs allowing part-time student workers, including students who engage in volunteer community service work, to obtain credits for this work.

Topic/Issue 7

Career Education and Counselling

- That Alberta Education coordinate a review of its existing curriculum at all grade levels to ensure that career awareness is adequately addressed.

- That Alberta Education develop assessment standards and model assessment tools to assess student understanding of career planning and opportunities in Grade 9 Health and Personal Life Skills and for Career and Life Management 20 (CALM 20).

- That Alberta Education modify its policy on career counselling so that the policy sets out principles and beliefs relating to career development and student tracking.

- That Alberta Education and Alberta Advanced Education and Career Development engage in a joint project to provide students/schools with current labour market information, using information highway technology.

- That universities be directed to include methods courses that instruct teachers how to enable students to make career-related connections in all courses.

Topic/Issue 8

Independent and Interdependent Lifelong Learning

The prior seven issues and their recommendations can be considered independently from one another. However, each in its own way contributes to an overriding and interconnecting theme, that of independent and interdependent lifelong learning.

- That Faculties of Education and the ATA take leadership in encouraging teachers to expand and enhance methodologies that develop independent and interdependent learners who take ownership of their learning.

- That business/employers be encouraged to spend more on employee training programs.

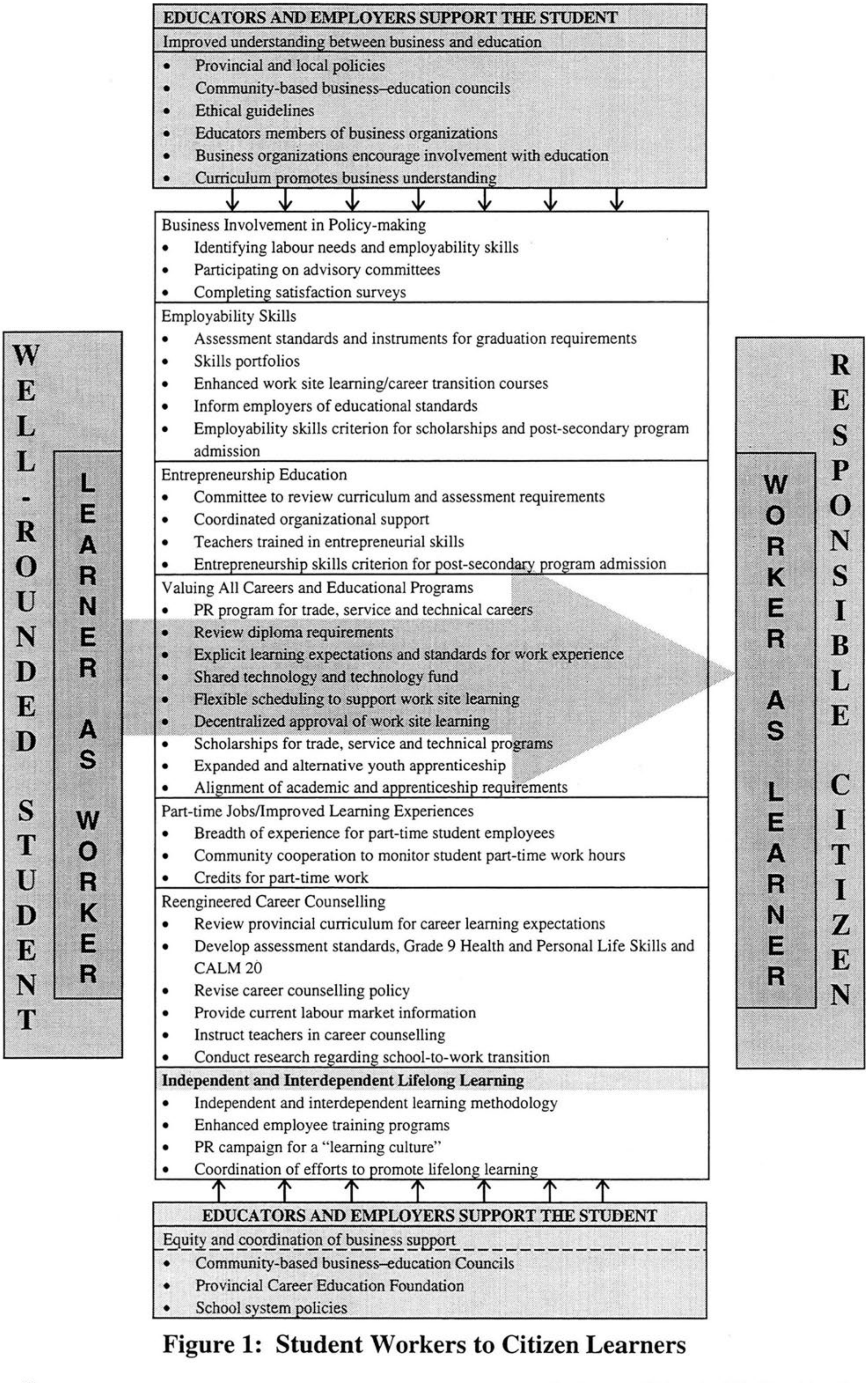
- That government, business/employers and other stakeholders cooperate to help build a learning culture and support the concept of lifelong learning, and to convey the human resources component of the Alberta Advantage.

- That Alberta Education and Alberta Advanced Education and Career Development coordinate their efforts in promoting lifelong learning.

Topic/Issue 9

Equity: Coordinating Business/Employer Involvement

- That Alberta Education and provincial business organizations encourage the establishment of community-based business education councils.
- That government and business organizations establish a provincial Career Education Foundation (also see page ix).
- That school systems develop policies that address the coordination of business involvement in a manner appropriate to the communities served.



EDUCATORS AND EMPLOYERS SUPPORT THE STUDENT

Improved understanding between business and education

- Provincial and local policies
- Community-based business–education councils
- Ethical guidelines
- Educators members of business organizations
- Business organizations encourage involvement with education
- Curriculum promotes business understanding

Business Involvement in Policy-making

- Identifying labour needs and employability skills
- Participating on advisory committees
- Completing satisfaction surveys

Employability Skills

- Assessment standards and instruments for graduation requirements
- Skills portfolios
- Enhanced work site learning/career transition courses
- Inform employers of educational standards
- Employability skills criterion for scholarships and post-secondary program admission

Entrepreneurship Education

- Committee to review curriculum and assessment requirements
- Coordinated organizational support
- Teachers trained in entrepreneurial skills
- Entrepreneurship skills criterion for post-secondary program admission

Valuing All Careers and Educational Programs

- PR program for trade, service and technical careers
- Review diploma requirements
- Explicit learning expectations and standards for work experience
- Shared technology and technology fund
- Flexible scheduling to support work site learning
- Decentralized approval of work site learning
- Scholarships for trade, service and technical programs
- Expanded and alternative youth apprenticeship
- Alignment of academic and apprenticeship requirements

Part-time Jobs/Improved Learning Experiences

- Breadth of experience for part-time student employees
- Community cooperation to monitor student part-time work hours
- Credits for part-time work

Reengineered Career Counselling

- Review provincial curriculum for career learning expectations
- Develop assessment standards, Grade 9 Health and Personal Life Skills and CALM 20
- Revise career counselling policy
- Provide current labour market information
- Instruct teachers in career counselling
- Conduct research regarding school-to-work transition

Independent and Interdependent Lifelong Learning

- Independent and interdependent learning methodology
- Enhanced employee training programs
- PR campaign for a "learning culture"
- Coordination of efforts to promote lifelong learning

EDUCATORS AND EMPLOYERS SUPPORT THE STUDENT

Equity and coordination of business support

- Community-based business–education Councils
- Provincial Career Education Foundation
- School system policies

Figure 1: Student Workers to Citizen Learners

IMPLEMENTATION RESPONSIBILITY

The recommendations outlined below have been organized to reflect which organization has primary responsibility for implementation.

Schools and School Systems

- School system/local policies
- Ethical guidelines
- Community-based business–education councils
- Skills portfolios
- Enhanced work site learning/career transition courses
- Flexible scheduling to support work site learning
- Revise career counselling policy

Employers and Business Organizations

- Provincial Career Education Foundation
- Educators members of business organizations
- Business organizations encourage involvement with education
- Participating on advisory committees
- Identify business–education partnership contacts
- Identifying labour needs and employability skills
- Inform employers of educational standards
- Community cooperation to monitor student part-time work hours
- Prior learning as criterion for first-time job applicants
- Coordinated organizational support
- Breadth of experience for part-time student employees
- Enhanced employee training programs

Government of Alberta

(Alberta Education, Alberta Advanced Education and Career Development, Other Departments)

- PR campaign for a "learning culture"
- Coordination of efforts to promote lifelong learning
- Shared technology and technology fund

Alberta Education

- Decentralized approval of work site learning
- Provincial policy
- Ethical guidelines
- Business participation on advisory committees
- Revise career counselling policy
- Survey employers regarding satisfaction with involvement in decision-making
- Review diploma requirements
- Expanded and alternative youth apprenticeship
- Curriculum promotes business understanding
- Review provincial curriculum for career learning expectations
- Committee to review curriculum and assessment requirements
- Explicit learning expectations and standards for work experience
- Pilot a requirement of a 3-credit work experience course
- Credits for part-time work
- Review provincial curriculum for career learning expectations
- Assessment standards and instruments for graduation requirements
- Develop assessment standards, Grade 9 Health and Personal Life Skills and CALM 20
- PR program for trade, service and technical careers

(continued)

Figure 2: Implementation Responsibility

(continued)

Alberta Advanced Education and Career Development (AECD)

- Alignment of academic and apprenticeship requirements
- Determine reasons why there is a lack of entry-level apprenticeship positions
- Expanded and alternative youth apprenticeship
- Provide current labour market information
- Coordination of efforts to promote lifelong learning
- Employability and entrepreneurship skills criterion for post-secondary program admission

Alberta Teachers' Association (ATA)

- Educators members of business organizations
- Independent and interdependent learning methodology

Post-secondary Institutions

- Employability skills criterion for post-secondary program admission
- Entrepreneurship skills as criterion for post-secondary program admission
- Conduct research regarding school-to-work transition
- Teachers trained in entrepreneurial skills
- Instruct teachers in career counselling
- Independent and interdependent learning methodology

Scholarship Providers/Student Finance Boards

- Employability skills criterion for scholarships
- Scholarships for trade, service and technical programs

Background

Establishment of Implementation Teams (I-Teams)

On March 30, 1994 Education Minister Halvar Jonson announced the establishment of five MLA teams to assist in the implementation of the key directions in Alberta Education's *Meeting the Challenge II: Three-year Business Plan for Education,* 1995/96–1997/98, which was published in February 1994.

"The MLA Implementation Team on Business Involvement and Technology Integration was established to allow students, schools, business, employers and the community at large to benefit from closer working relationships in preparing Alberta students to meet the challenges of the future."

90th Annual Report 1994–1995, Alberta Education.

The five teams were given the responsibility of consulting with education interest groups and the general public to provide recommendations to the Minister of Education on:

- regionalization and amalgamation of school boards
- redefining roles and responsibilities within the education system
- developing an accountability framework
- creating a new funding system for school boards
- developing plans and recommendations for expanding business involvement in education through workplace learning opportunities for students and to increase the effective use of technology in the delivery of education.

The issues being addressed by the first of the four teams outlined above were urgent; their work is now essentially complete and their reports have been presented.

The Business Involvement and Technology Integration I-Team

The MLA I-Team on Business Involvement and Technology Integration is chaired by Denis Herard, MLA Calgary Egmont and includes Hung Pham, MLA Calgary Montrose. The work of this I-Team has had two distinct dimensions, the business involvement dimension and the technology integration dimension.

Both dimensions required extensive work to define the issues clearly. Work proceeded on issues clarification while other I-Teams were involved in public consultation. This has worked well as it has enabled public consultation to be spread over time and thereby has reduced the "overload" on the consultation process.

The consultation process related to the technology integration dimension has now been completed and is outlined in a separate discussion paper, *Technology Integration in Education,* July 1995.

The report that follows pertains to the business involvement dimension. It outlines the issues, explains the process used to obtain input, and presents discussion and recommendations related to the issues.

Mandate and Issues

The Starting Point

"For educators at all levels, it is a time when the varieties of excellence we aspire to achieve in our universal education system must match to a sufficient degree the sheer diversity of our students."

The Neglected Majority,
Dale Parnell, 1985.

Throughout the 1980s, Albertans, like citizens of other Canadian provinces and American states, became increasingly aware of the needs of the "neglected majority" of secondary school students. These are the "kids in the middle" who do not require special education but who also will not complete four year university degrees and may not pursue any formal education in post-secondary institutions. Historically, this group of students has successfully entered the workforce after completing high school. Given the changing and increasingly complex nature of work, employers were indicating that students needed help in developing employability skills. Both educators and employers were also realizing **the need for a smoother school-to-work transition**.

Knowing this, Alberta Education began to revise and update all of its practical arts courses (business education, industrial education and home economics) in 1989. The new curriculum, known as Career and Technology Studies (CTS), was designed to provide life skills and a more rounded education for all students and to enable some students to develop workplace entry skills. In addition, the senior high school Registered Apprenticeship Program (RAP) was developed jointly by Alberta Education and Alberta Advanced Education and Career Development.

These program developments, while viewed positively by most Albertans, raised two issues that were the starting point for the deliberations of the I-Team. First, the effective delivery of many of these programs is accomplished most successfully in the work site. Often schools do not have the equipment nor up-to-date expertise. Also, it is hard to recreate "real-life" settings in schools. Thus, the Alberta Education business plan encourages teachers to "take advantage of different delivery options such as . . . workplace learning." This of course necessitates the support of employers and a close relationship between employers and schools. Second, while programs, such as CTS and RAP, may be excellent, students and their parents need to see them as valuable alternatives or enrollments will remain low. Employers can be powerful allies with educators in communicating the value of these programs to parents and students.

Interrelated Issues

As the I-Team began to discuss with others how employers and educators could work more closely together to increase enrollments and work site learning experiences in programs, such as RAP and CTS, several other issues began to emerge. At the outset, the team recognized that business involvement in education had potential **to benefit all students at all levels**. All students must develop **employability skills, including entrepreneurship skills**. Students must begin exploring career options at the elementary school level, and successful school-business partnerships at the elementary level have demonstrated benefits to student learning.

"As we become independent—proactive, centered in correct principles, value driven and able to organize and execute around the priorities in our life with integrity—we then can choose to become interdependent—capable of building rich, enduring, highly productive relationships with other people . . . Interdependence opens up worlds of possibilities for deep, rich, meaningful associations, for geometrically increased productivity, for serving, for contributing, for learning, for growing."

The 7 Habits of Highly Effective People,
Stephen R. Covey, 1989.

The overarching issue identified at the outset was that whatever recommendations were put forward, they **must assist students to move from dependence to become both independent and interdependent learners**. Lifelong learning and learning and working collaboratively are highly important employability skills.

The I-Team also recognized early in their deliberations that **students' career planning must be dramatically improved**. Too many students aspire and/or are counselled to go to university. When they either change their mind or fail to meet entry requirements, they **"default" into the workplace**, having made no other career plans. For this group, the **school-to-work transition process is often difficult**. Educators and employers need to cooperate in helping students make this transition.

In determining how broadly the term "business" should be defined, the team found that many existing workplace learning sites and school partnerships were with public sector and not-for-profit employers, such as hospitals and the St. John Ambulance Society. Thus it was agreed that in the context of business involvement in education, **"business" would be defined broadly to include private, for profit firms, not-for-profit organizations and public sector employers,** in other words, all employers, including agencies or organizations that provide opportunities for experience working in a volunteer capacity.

"While thousands of educators, businesspeople, government officials, parents, union representatives and community members across Canada are active and enthusiastic partners, uncertainty about one another's motives and actions is still common."

Ethical Guidelines for Business–Education Partnerships,
The Conference Board of Canada, 1995.

Other related issues emerged. Public input was sought and received relative to these issues; detailed discussion and recommendations related to these issues are on pages 14–44 of this report. These related issues included the following.

- Employers are concerned that many students do not acquire a disposition toward and the skills for lifelong learning. No matter how well-educated a student might be, most jobs today require ongoing learning. **Students must become both independent and interdependent lifelong learners.**
- The need for mechanisms to enhance understanding and trust between educators and employers.
- Educators are not always sure of what employability skills employers expect of students, and business isn't always sure what support educators expect. As the workplace changes, entrepreneurship skills are becoming increasingly important.
- In addition to their involvement in implementing educational programs, employers would like more input into the development of educational policy and programs.
- Both educators and employers recognize the possibility of student exploitation. The potential for this is particularly evident in business sponsorships. Both groups recognize a need for a code of ethics in their relationships.
- While only a limited number of students have been involved in workplace learning experiences, the majority of students hold part-time jobs. Many others acquire excellent experience through volunteer community service work. There needs to be more links between these jobs or volunteer experience and the students' schooling. There is great potential for enhancing the learning value of part-time jobs and volunteer service.
- Career counselling in schools needs to be reengineered. Students need to be better informed about careers that do not require university preparation.
- Because of the varying nature of Alberta communities, providing equity of support to schools and students through business involvement will be challenging.

The identification of all these related issues expanded the original mandate and workplan of the I-Team and somewhat more time than was first anticipated has been required to address the issues. The I-Team, however, felt that the time and effort was worthwhile and has resulted in the development of a holistic and comprehensive vision and set of recommendations.

"Demand Side" Issues

The I-Team realizes that all of the issues that were addressed are "supply side" issues. These issues pertain to how educators and employers can work together to improve the general education of students and their preparation for the workforce. This alone will not solve all the problems of unemployment. Governments must also address "demand side" issues such as job creation and work sharing. However important "demand side" issues are, the "demand side" issues were determined not to be the mandate of this I-Team effort.

Post-secondary Transitions

The basic mandate of the I-Team is to provide recommendations to the Minister of Education regarding programs for Kindergarten to Grade 12. However, the I-Team believes that **the general principles and many of the specific recommendations in this report are equally applicable to the post-secondary educational system in Alberta**. Indeed, it is felt that students would be better served if there were more cooperation between Alberta Education and Alberta Advanced Education and Career Development (perhaps amalgamation should even be considered). This could result in more "seamless transitions" as students move from one level to the next. While it is important that business/employers be involved with education at all levels, this is not to suggest that students should be encouraged to go into the workforce after completion of high school. All students should be encouraged to stay in school as long as possible. However, business/employer involvement and work site learning opportunities should be prevalent at all levels to ensure that programs are as relevant as possible.

The Process

The Business Involvement Advisory Group

The I-Team, consisting of Denis Herard, MLA Calgary Egmont—Chair, and Hung Pham, MLA Calgary Montrose—Member, was appointed by Halvar Jonson on March 30, 1994. From April 1, 1994 to November 1994 initial discussions were held with Alberta Education staff, a preliminary list of issues and a workplan were developed, and the decision was made to establish a Business Involvement Advisory Group (BIAG). Business organizations, particularly those representing employers likely to employ large numbers of secondary school educated employees, were contacted, as were several educator organizations. On November 7, 1994 Education Minister Halvar Jonson announced the appointment of the members of the Business Involvement Advisory Group (see page iii). The Alberta Federation of Labour (AFL) nominated a member, and a member was appointed by Mr. Jonson. However, the AFL member did not attend any meetings of BIAG.

The first meeting of BIAG was held on November 25, 1994. Ten more meetings were held from January 1995 to February 1996. The group received reports on several related Alberta Education initiatives, such as the high school diploma requirements, the Off-campus Education Policy, the CTS and RAP programs, and the provincial level partnerships initiative, Careers . . . The Next Generation. Reports were also received regarding several school system partnership and off-campus activities, and school system staff were asked to share observations regarding business involvement issues. Reports were also received from such groups as the Alberta Chamber of Commerce, Junior Achievement and the Calgary Partnerships Foundation. Several specialist councils of the Alberta Teachers' Association also reported and shared their policy on partnerships (Appendix A).

"The engagement of private employers and worker organizations in the training of youth distinguishes the European approach . . .

Europeans accept teenagers as part of the mainstream workforce . . . both as workers and learners."

School-to-Work Transition in the U.S.: The Case of the Missing Social Partners, 1994.

During this timeframe (January 1995–February 1996), the I-Team and BIAG continued to clarify and refine issues. Members of BIAG reviewed an extensive amount of information about related developments in other Canadian provinces and in other countries (see bibliography) as well as relevant press clippings from Alberta and other areas. A preliminary discussion paper/questionnaire was developed and reviewed by a network of Albertans. The input from the questionnaire was summarized and reviewed by the Advisory Group.

Public Input Questionnaire

The Nichols Educational Consulting Firm was contracted to assist with the task of developing and administering a public input questionnaire. Nichols considered the input from the reviewers and held focus group sessions involving approximately 80 individuals identified as having an interest in the work of the I-Team. On the basis of this input, Nichols strongly advised BIAG that the public questionnaire should not be in the discussion paper format as this made it so long that respondents would be discouraged from responding. They refined the questionnaire and shortened it substantially. As the Technology Integration Discussion Paper was also in progress, and as a lot of educators and business people are not available during the summer months, the questionnaire was not distributed until October 2, 1995. However, an "advance notice" letter was sent to all major stakeholder organizations in June 1995 so that they might begin to reflect on the issues.

The questionnaire, with a covering letter from the Minister of Education, a brief appendix that provided some background information about a number of the issues addressed in the questionnaire, and the results of a survey about school-business partnerships conducted by Alberta Education in the spring of 1995 was distributed at the beginning of October 1995. Approximately 9 500 stakeholders, including key business and education associations, all school boards and schools in the province, a sample of businesses known to have had some previous involvement in school-business partnerships, and a random sample of 3 000 employers in the province—including employers in the private and public sectors, as well as not-for-profit and volunteer organizations—received the questionnaire. Individuals and groups were also invited to prepare written submissions.

A total of 795 completed questionnaires were received by the extended deadline of November 24, which resulted in an 8.4%

response rate. A high proportion of the respondents added written comments in the spaces provided in the questionnaire. In addition, thirteen briefs were received.

Table 1 presents a summary of the survey responses. The respondents have been categorized in accordance with the way they identified themselves and completed the questionnaire.

TABLE 1
SUMMARY OF SURVEY RESPONSES

Respondent Category	**Number**	**Percentage**
Employers	333	42%
Educators	225	28%
Public	116	15%
High School Students	121	15%
TOTAL	795	100%

A detailed analysis of the findings is outlined in two reports, *Business Involvement In Education: Public Consultation Findings* and a related *Technical Appendix.*

Following is a summary of the main findings from the survey responses.

1) Students are not considered to be well prepared for entry into the workforce and the education system should place a higher priority on general employability skills. Employers and the general public are stronger in their views on this matter than are educators and students.

2) It is more important that priority be given to general employability skills, including communication skills, thinking skills, ability to assume responsibility and a positive attitude toward lifelong learning, than to job-specific skills.

3) There is a strong support for providing basic job-readiness training for all students, but a low level of support for requiring all students to have work experience.

4) Educators feel they have a better understanding of employer needs and expectations than employers feel educators have.

5) A majority of educators (76%) and some employers (45%) feel that there is a lack of common understanding among employers about their expectations of the education system.

6) Almost all employer respondents indicated that some groups or organizations should represent employers in the education community. The Chamber of Commerce was cited most frequently as the organization that should represent employers.

7) A majority of respondents (80% of employers, 68% of educators) feel that employers should be more extensively involved in education. The respondents also felt that the government should encourage employers to be more involved in education.

8) The majority of the respondents are of the opinion that employers would be prepared to help educators to establish students' school learning as a higher priority than part-time employment. The preferred strategy was for employers to recognize and reward school achievement.

9) The majority of respondents felt that Alberta Education should provide guidelines for schools who wish to enter formal partnerships to select suitable employer partners, and that school boards should establish selection criteria. However, the majority of respondents also felt that the actual selection of partners should be left to principals or teachers.

10) Concern was expressed that some of the messages students could receive through cooperative education programs may not be appropriate because of the lack of balance given to alternative beliefs, attitudes and values. Approximately two–thirds of the questionnaire respondents consider that it would be appropriate to have a policy to ensure students receive a balanced perspective and that parental permission be obtained before students participate in cooperative education programs.

11) There are mixed views about whether or not government should be concerned with partnerships that may have a promotional component: 48% of respondents feel that government should be concerned about such partnerships; 39% feel that government should not be concerned; and 13% do not know if government should be concerned.

There are also mixed views about whether sponsorship by employers should be controlled or limited in the school system. Overall, roughly one half of the respondents are of the opinion that employer sponsorship should be controlled or limited. Thirty-seven per cent of the respondents feel that sponsorship should not be controlled or limited and 12% do not know if it should be controlled or limited.

On many of the issues, different types of respondents held different views. More detailed findings are outlined in the two reports referred to above.

Literature Review

The Nichols Educational Consulting firm also prepared a literature review entitled *Business Involvement in Education Literature Review*. The review summarizes several books and journal articles about topics related to the I-Team mandate, such as school-to-work transition.

Business Partnerships Survey

"There is significant interest, and activity, in school-business partnerships in Alberta . . . there is every indication that partnerships are thriving and growing."

Partnerships Survey Report, 1995, Alberta Education.

From January–June 1995, BIAG members reviewed *Skill Development: Partnerships in Education*, a report on school business partnerships in Alberta prepared by Alberta Education, the Alberta Chamber of Resources and other partners in November 1992. BIAG recommended that Alberta Education update this status survey. This was done in April 1995. Key findings of this 1995 survey were that:

- 8 of 67 school jurisdictions reported had a policy on school-business partnerships
- 36 of 67 school jurisdictions had assigned an individual, at the system level, the responsibility for school-business partnerships
- 223 of the responding schools had a business partnership, and 86 additional schools were in the process of establishing a business partnership (there are approximately 1 800 schools in Alberta)

- nearly all the schools that have partnerships judged them to be successful

- the main goals of the partnerships were:
  - promoting communication between schools and business
  - influencing students to continue their educational training
  - increasing knowledge of workplace expectations
  - expanding existing opportunities for career education
  - enhancing career information for young people.

The report concluded that school-business partnerships have demonstrated that they offer much to schools and businesses in Alberta.

Alberta Education 90th Annual Report

While not directly related to the work of the I-Team, Alberta Education also collected other data on issues identified by the I-Team from January–June 1995. These data were reported in the 90th Annual Report of Alberta Education. Data related to the recommendations in this report are outlined in Appendix B.

Invitational Forum

An equal balance of approximately 250 educators and lay Albertans, representing either business/employers or the general public, were invited to an Invitational Forum in Edmonton on January 18 and 19, 1996. Approximately 130 Albertans actually attended; the majority of those attending were educators.

Forum participants reviewed a draft report and 60 draft recommendations, and expressed their views through group and plenary sessions and a voting process. Most of the draft recommendations were strongly supported by the participants; in fact, 46 of the 60 draft recommendations were supported by 80% or more of the participants who voted. However, some recommendations received the support of only 60%–70% of participant voters, and four draft recommendations were dropped as a result of Forum input. Several other recommendations were revised. Ten new recommendations were added or incorporated into existing draft recommendations. Forum proceedings were documented in the *Proceedings Report: Invitational Forum on Business Involvement in Education* and circulated to Forum participants.

Discussion and Recommendations

This section discusses the identified issue topics. A vision for what should be—a preferred future—is put forward. Then, a description of the perceived current status is outlined. Finally, recommendations to move the educational system and employers toward the preferred future are proposed. As several of the issues and topics are interrelated, some recommendations may be repeated in different sections. The recommendations are summarized in the Executive Summary (pages vii–xx).

Topic/Issue 1: Communication and Understanding Between Business/Employers and Education

Preferred Future

"Ethical partnerships safeguard learners' interests, build trust and mutual respect, regulate themselves, and make informed decisions that benefit everyone involved."

Ethical Guidelines for Business–Education Partnerships, Conference Board of Canada, 1995.

Business/employers and educators engage in extensive dialogue, using language understood by all partners, at all levels. Through such dialogue, a productive level of understanding emerges. Ethical guidelines that guide relationships in the best interests of all parties, especially students, are in existence and are well understood by all involved. Business/employers, educators and students perceive the involvement of business in education to be meaningful and appropriate. Students develop an understanding of the role of business in society and how businesses operate, as well as positive attitudes toward the legitimate role of business in society. Perceptions of employers and educators regarding required educational emphases and skill attainments of students are very similar.

Current Status

"All Albertans—students, parents, the community, teachers, principals, trustees, superintendents, business and government share the responsibility to provide all Alberta students with the best possible education."

Meeting the Challenge II: Three-year Business Plan for Education, 1995/96–1997/98.

While the level of dialogue between business/employers and educators has been increasing over the past few years, it is, in the view of many, still too limited. However, employers and educators have enough overlapping goals to enable successful partnerships.

Some educators are unsure of the motives or the educational agenda of business/employers; they feel that this agenda could unduly narrow the goals of education. They are also concerned that some forms of business sponsorships may exploit students to sell products or services. They are also concerned that some representatives of business/employers advocate instructional policies that would move the educational system backward rather than forward. In some emerging relationships between schools and businesses, it is difficult to distinguish between partnerships and sponsorships. Ethical issues are at times being addressed in an ad hoc fashion in the context of specific negotiations.

Business/employers, on the other hand, often feel that educators are ignoring their needs to have a workforce that will enable them to be competitive in the 21st century. Business also feels that some educators are not supportive of free enterprise, and do not understand a legitimate profit motive. Some employers also feel that students are not developing adequate understanding of the legitimate role and importance of business in society. They believe that students are developing negative attitudes toward business, and often regard business in an anonymous, depersonalized manner that can lead to future problems.

"The relationship between the basic institutions—school, workplace, and government—must be woven into a new pattern. Where there has been isolation, there must now be direct communication. Where there has been suspicion and distance, there must now be trust and close cooperation. And where there has been benign neglect, there must now be impartial analysis and swift action."

Making the Grade,
Governor John R. McKernan, Jr., 1994.

There are limited opportunities for employers and educators to dialogue at various levels—national, provincial, school system and school. Recent efforts of the Conference Board of Canada have resulted in extensive dialogue and the development of a model set of ethical guidelines for school–business partnerships. Business representatives have been involved in a fair amount of provincial educational decision-making; e.g., the development of science and CTS curricula, but express a desire for greater involvement. There is now provision for business representatives to be a part of school councils.

Recommended Actions

1. That each school system be required to adopt and implement a policy respecting the involvement of local businesses in education. This policy should address such topics as partnerships and sponsorships, and other ethical issues by affirming the Conference Board of Canada *Ethical Guidelines*

for Business–Education Partnerships or by modifying it based on local circumstances and viewpoints. School system policies could be adaptations of a provincial policy developed by Alberta Education, but such policies should meet minimum standards specified provincially.

2. That community-based business–education councils be formed to develop better understanding and communication at local levels (also see Topic/Issue 9, Recommendation 1, page 42).
3. That business and labour organizations, along with educational stakeholders, consider establishing a provincial Career Education Foundation (also see Topic/Issue 9, Recommendation 2, pages 43–44).
4. That the Alberta Teachers' Association encourage its members to become members of community groups likely to represent a cross section of employers (e.g., local Chambers of Commerce, Rotary Clubs, etc.), and that business/employer organizations be encouraged to solicit educators as members.
5. That businesses, employers, and their organizations, encourage their employees and members to become more involved in education. This could include having each organization identify a partnership contact person.
6. That Alberta Education review the core curriculum at all grade levels and make whatever changes may be required to ensure that all students acquire a general understanding of how businesses operate and of their role in society (also see Topic/Issue 5, Recommendation 3, page 28).

Topic/Issue 2: Business/Employer Involvement in Educational Policy-making

Preferred Future

Clearly identified structures exist whereby the business/employer community can have input to educational policy-making at the provincial, school board and school levels. Business organizations, both sectoral and cross-sectoral, exist at all levels and function effectively to coalesce the views of the business community and to represent those views to educators. Surveys of the business community indicate high levels of satisfaction with their degree of input to educational decision-making.

Current Status

"Advice on employment skills must be sought and incorporated into the educational curriculum . . . the use of 'Business Advisory Boards' could be expanded and applied to a broader segment of education. As well, the application of the Apprenticeship Training Program might well be extended to a larger segment of the educational system."

School-to-Work Transition, Alberta Chamber of Commerce Education Task Force, 1995.

At the provincial level, the input of business/employers occurs on an ad hoc basis. Groups such as the Alberta Chamber of Commerce and the Alberta Chamber of Resources have been represented on some advisory committees. These organizations have, from time to time, been represented on various subject area advisory groups; e.g., Minister's Committee on Secondary Science, but there has been no direct representation of such groups on general curriculum policy advisory committees. However, appropriate employer representatives were involved in focus groups that provided advice on the development of the Career and Technology Study strands.

At the school board level, there are no common requirements or practices regarding business/employer involvement in policy setting. Several school systems do consult with local entities, such as the education committees of local Chambers of Commerce regarding specific issues. At the school level, there are also no common requirements or practices regarding business involvement. Alberta Education's *School Councils Handbook* suggests that the community representation on a school council may be "a representative of a business that has a link with the school" or "an employer who has direct contact with students in that school." A recent survey indicated that 69% of employers were satisfied with involvement in decision-making at the school level, and 52% of employers were satisfied with involvement in decision-making at the school board level. As well, there were fewer representatives of business/employers involved in Alberta Education decision-making than most other groups.

Recommended Actions

1. That business/employers be involved in educational policy development by:
    a) helping educational institutions understand the short- and long-term labour needs of business and effectively communicating those needs into the schools
    b) helping educational institutions understand the nature of the desired employability skills in the short and long term
    c) being active participants in School Councils.
    d) participating in an Annual Conference which would review progress to date and establish new directions
2. That structures whereby business/employers can have input to educational policy-making at all levels be developed and/or identified and clearly communicated. As a start, Alberta Education should expand the present Program and Assessment Advisory Committee (PAAC) to include representatives of business and broaden the input (see Appendix D regarding terms of reference of PAAC). Business representatives should be "front line" owners, managers or entrepreneurs.
3. That Alberta Education continue to survey employers, as well as other stakeholders, regarding their satisfaction with involvement in educational decision-making, and should target improvements in satisfaction levels.
4. See Topic/Issue 3, Recommendation 1, page 20.

Topic/Issue 3: Employability Skills

Preferred Future

"We believe:
- All students must have strong reading, writing and math skills with which to analyze data and develop ideas and inferences.
- The education system must provide our society with creative and critical thinkers and problem-solvers, who are prepared for the world of work . . .
- The education system must provide opportunities for students to acquire the entrepreneurial and technical skills and work habits required for success in the rapidly chainging, high-tech global economy."

Meeting the Challenge II: Three-year Business Plan for Education, 1995/96–1997/98.

Employers have clearly identified the general employability skills that students are expected to have attained at graduation. These skills are incorporated into provincial learner expectations and are clearly communicated to schools. Schools share these expectations with students. Provincial examinations assess skills that can be measured in paper and pencilformats, and students demonstrate the graduation standard. For skills that cannot be evaluated by written examinations, students maintain skills portfolios documenting related experiences. Several of these experiences are attained in the workplace, and both workplace supervisors and the school attest to the attainment of standards in the portfolio. Employers have widespread familiarity with the skill expectations and standards, and routinely request copies of student transcripts and portfolios when students apply for jobs.

Current Status

"Employability skills are the generic skills, attitudes and behaviours that employers look for in new recruits and that they develop through training programs for current employees. In the workplace, as in school, the skills are integrated and used in varying combinations, depending on the nature of the particular job activities.

All the [employability] skills . . . are already either explicit or implicit in general educational goal statements of the provinces and territories. Drawing attention to skills necessary for employability is compatible with and can enhance a school's efforts to meet its other goals and objectives."

Employability Skills Profile, Conference Board of Canada, 1993.

Meeting the Challenge II: Three-year Business Plan for Education, 1995/96–1997/98, sets out the learning expectations for students. These expectations reflect the expectations of employers as expressed in the Conference Board of Canada *Employability Skills Profile* (Appendix E).

Standards for the academic learning expectations are, for the most part, embodied in courses required for graduation. However, with the exception of skills in the language arts and social studies, the minimum standards for graduation are not assessed provincially. For example, the minimum graduation requirement in mathematics is successful completion of the course Mathematics 24, for which there are no provincial assessment standards or examination. Some skills that are now regarded as employability skills, such as the ability to use computer and communication technologies, are not required for graduation.

The attitudinal or "personal skills" dimension of the learning expectations, such as "knowing how to work independently and as part of a team, " while referenced in such Alberta Education publications as *Building a Comprehensive School Guidance and Counselling Program*, are not assessed or reported in any structured manner. For many students, these skills are taught only incidentally and only in the school setting. Some informal assessment of attitudes is occurring at the school level.

Employers have little understanding of the skill expectations and standards required in several senior high school courses. While they often ask students applying for jobs if they have a high school diploma, they seldom request a transcript. At times they ask for letters of reference from job applicants' teacher(s), but there is no standardized way for schools to report students' skills, attitudes and abilities in nonacademic employability skills areas, such as "managing time and other resources needed to complete a task. "

Recommended Actions

1. That Alberta Education periodically review provincial learning expectations and curriculum at all grade levels, inviting a cross section of employers and employer groups; e.g., Chamber of Commerce, in addition to students and other Albertans, to comment on the degree to which curriculum addresses employability skills.
2. That Alberta Education complete the development of assessment standards and common provincial assessment instruments for all courses that represent the minimum graduation requirement. These assessment standards should be reviewed by representatives of employers, as well as other stakeholders. Assessments will not necessarily be administered at the provincial level.
3. That school systems, with assistance from Alberta Education, develop employability skills portfolios and encourage and assist all students to maintain such portfolios, beginning at the latest in junior high school.
4. That school systems encourage all senior high school students to engage in at least one work site learning experience, and that Alberta Education pilot a requirement of a minimum 3-credit work experience course with at least one willing

school jurisdiction. (Also see Topic/Issue 7, Recommendation 1(f), page 36).

5. That employer organizations, in cooperation with Alberta Education, will:
   a) maintain an ongoing effort to inform employers about the standards required for graduation
   b) encourage employers to take into account a student's school learning progress in the part-time employment of all nongraduates under age 18
   c) encourage employers to request student transcripts and portfolios from all first time job applicants
   d) encourage employers to acknowledge successful high school work experience as one criterion for selection of first time job applicants.
6. That scholarship providers recognize and value a wider range of skills, including employability skills, as criteria for scholarships.
7. That post-secondary institutions consider employability skills and assessment of prior learning as one criterion for program admission.

Topic/Issue 4: Entrepreneurship Education

Preferred Future

The preparation of young people for a changing work environment includes a firm base in change-oriented, entrepreneurial, and business awareness and skill development.

Such preparation includes the following.

- The skill sets students develop through entrepreneurship education are clearly identified, assessed and recognized.
- Schools at all grade levels have at least 5% of instructional time devoted to increasing entrepreneurship and/or business awareness and skill development.
- These learning situations are integrated into current (K–12) curricula but are also distinctive enough to be seen as a separate learning strategy.
- Students appreciate the business environment; and develop skills, knowledge and attitudes associated with enterprise development; gain self-confidence and understanding of a rapidly changing world, and are aware that self-employment could be a career option.
- All instruction is supported by appropriate teacher expertise and interest. Resources are up-to-date and accessible to all schools and encourage an experiential learning environment.

Current Status

The world of work is changing. Many big businesses will become shrinking employers. From July 1994 to July 1995 in Alberta, firms with more than 300 employees lost 17 205 jobs, while firms with less than 50 employees gained 24 419 jobs. For many reasons, including developing economic trends, the future world of employment will see an expanding majority of Canadians working in micro-business enterprises. These micro-businesses will exist both as independent businesses and as profit centres within large businesses. Therefore, one of the employability skill areas that is developed is the set of skills required for self-employment.

Some futurists and economists predict Canada's future economic growth will come almost exclusively from the development of innovative, and change-oriented micro-businesses or enclaves of restructured organizations.

Currently, entrepreneurship and business awareness and skill development are found in Grades 7–12. The most significant courses, Enterprise and Innovation and Management and Marketing, are strands of Career and Technology Studies. In fact, a basic competency common to all CTS strands involves being innovative and enterprising. Career and Life Management 20 also has some potential to offer instruction in these areas.

No strategy or plan exists in K–6 to develop entrepreneurship and business awareness and skills directly. Various related activities are taught in such subjects as health, social studies and mathematics. For example, a life career section in health may examine various careers but, having been developed over ten years ago, it may not emphasize self-employment as a career option.

Additionally, a number of nonprofit organizations provide some activities in entrepreneurship and business awareness and development. Such organizations include Junior Achievement, Canadian Foundation for Economic Education, I Want to Be a Millionaire Program, Future Entrepreneurs of Canada, Skills Canada Alberta, and the Alberta Foundation of Economic Development.

Some of these projects and programs operate in conjunction with the schools and some school–business partnerships provide supportive activities on a local basis.

Recommended Actions

1. That Alberta Education establish and support a public/private sector committee to complete the following tasks:
    a) review the current status of entrepreneurship and business awareness and skill development throughout Alberta's K–12 curricula, particularly reviewing social studies and CALM 20 activities
    b) compare Alberta's current status with programs and resources in other jurisdictions
    c) if deemed appropriate by the committee, test Alberta students at different grade levels as to their attitudes, awareness and skills associated with entrepreneurship and business
    d) propose initiatives that will increase the effectiveness of entrepreneurship and business awareness and skills development throughout Alberta's K–12 curricula.

2. That a distinct, coordinated, organizational presence to support the advancement of entrepreneurship awareness and training in Alberta be established. This initiative would be linked with the proposed Career Education Foundation as well as other entrepreneurial development activities and organizations. Such an initiative would provide support to educators involved with entrepreneurship and business awareness and training, and work to advance the activities of other nonprofit organizations involved in various aspects of entrepreneurship and business education. The development of a comprehensive information bank of exemplary entrepreneurship initiatives, programs and models would comprise part of this support (also see Topic/Issue 9, Recommendation 2, pages 42–43).

3. That teacher training institutions include an understanding of entrepreneurial skills in their set of expected teacher competencies.

4. That post-secondary institutions consider entrepreneurship skills as one criterion for program admission.

5. Support for Topic/Issue 5, Recommendation 3, page 28.

Topic/Issue 5: Valuing All Career Areas and All Educational Programs Equally

Preferred Future

Society accords dignity to all types of productive work. People in the professions are valued, as are people who work in the trades, services and technical careers.

Students are provided effective career counselling programs having equal emphasis on supplying accurate information about trades, services, technical careers and professions.

"Schools and teachers are encouraged to take advantage of different delivery options such as distance education and workplace learning. Senior high students will be able to learn employability skills in the workplace . . . The province will provide high school credit for workplace learning that is certified by the school and by the employer. This will ensure that students have the skills demanded by business and gain recognized work experience to assist in making the transition from school to work."

Meeting the Challenge II: Three-year Business Plan for Education, 1995/96–1997/98.

Students understand the changing nature of the workplace. They know that as we move into the information age, all types of work are increasingly demanding the application of knowledge; **the "knowledge worker" will be in high demand**. They understand that as workplace hierarchies are flattened, the traditional distinctions between "managers" and "the managed" are blurring; all workers, regardless of their chosen career, require high level employability skills. Students will be both independent and interdependent learners and workers.

Students have the support of parents, educators, government and business/employers in assuring them an opportunity to be the very best in any career they choose, whether it be in the services, trades, technical careers or professions.

All school programs are both academic and relevant, theoretical and practical. Students who have chosen to pursue careers in the trades and services are expected to meet high academic standards, and students who have chosen to prepare themselves for professions are expected to develop a high level of employability skills. Students learn academic skills in practical, community and career-oriented contexts.

The educational program is so structured that students meet high standards in core courses while gaining meaningful work experience. Work site learning is considered as "normal" as school site learning. Clearly defined levels of achievement and standards exist for both school site and work site learning, and strong linkages between the two exist. Schools are entrusted to make decisions about work site learning placements for students.

Those students electing not to pursue institutionally-based, post-secondary studies have the opportunity within the basic educational system to prepare for satisfying careers through close linkages between the schools and employers. There is a wide range of career paths that may be pursued through these linkages; these paths include such areas as banking, retail trade and logistics as well as the traditional apprenticeship trades. The image of these careers, and the programs leading to them, are such that motivated students are attracted to them.

"Because of educators' push to send more students to college, I worry that U.S. students' poor international test scores will simply lead to an increase in spending on the top third of our students, and once again, the rest of our children will be neglected. It is these neglected children whom we must equip to understand and run today's electronic technology."

Making the Grade,
Governor John R. McKernan, Jr., 1994.

Current Status

Society accords high value to the professions, for which the normal entry requirement is a university degree. However, people who work in the trades and services are often not as highly valued. The reality is that society does not need and cannot accommodate everyone with a university degree. At the same time, work in the trades and services is being influenced by technology. Business/employers are becoming increasingly concerned about "skills shortages" in these career areas.

"With the move to a greater emphasis on a value added economy in Canada, the need for highly skilled technicians and specialized trade workers will increase significantly . . . there is a significant lack of student awareness of opportunities and advantages for workers in the field of technology."

School-to-Work Transition,
Alberta Chamber of Commerce Education Task Force, 1995.

Education leading to careers in the trade, service and technical areas has had a poor image and tends to attract lower academic achieving students. Most teachers are more familiar with the professions than with trade, service and technical careers. Career information provided to students regarding trade, service and technical careers may not receive the same emphasis as career information about the professions.

One of the consequences of the conditions outlined above is that many students take high school programs related to university entry. When they do not attain the standards required, or simply tire of going to school, they enter the job market with little focused preparation for any specific job. **In effect, they "default" into the workplace**. This situation is worsened by the fact that even technical post-secondary institutions often use 30-level courses as "screening devices" and do not appear to recognize the practical value of 33-level courses and CTS courses.

"There is at present an artificial distinction between school and work; that barrier must be broken down. Although there may be significant societal pressure to obtain a post-secondary education, an individual should be aware that such a course of action is not the only option available."

Mayor of Calgary's Steering Committee on the Future of Education, 1991.

Post-secondary institutions, especially universities, are graduating more students than can be absorbed by the labour market in some program areas.

For the majority of these students, there is no structure that enables them to obtain a solid academic education and concurrently meaningful work experience leading to a career. The standards of the workplace are frequently not defined or monitored, and high school diploma requirements are perceived by many to be too low. High school work experience courses are of widely varying quality; recently there have been attempts to set some common standards, but there is a perception that such courses are "time fillers."

"After numerous reorganizations over more than half a century the truth is that ultimately high schools end up catering to the minority of students who go on to university, and these young women and men happen to be disproportionately from advantaged backgrounds. The dilemma is how to increase options and open up paths in a way that is inclusive, that doesn't leave out those students who come to school with fewer advantages."

For the Love of Learning,
Royal Commission, Ontario, 1994.

Currently, the interest level in CTS and RAP is on the increase, but student enrollment in these programs, especially in RAP, is quite low. RAP is tied to the larger system of apprenticeship, which is limited to approximately 50 trades—compared to approximately 400 in most European contexts. Also, there is little linkage between school-based learning and work site learning in RAP.

In CTS, many schools are ill-equipped to offer hands on training; they lack resources to provide modern equipment in many fields. Also, it is impossible to provide the real-life atmosphere of a workplace at the school site. Traditional school schedules and timetables do not facilitate work study in CTS. While some opportunities for work study and work site learning experiences in vocational education courses are available, and some new CTS modules are being delivered through work study and work site learning experiences, the overall amount is limited.

On the other hand, industry is generally not conditioned to a training program for students. Many workplace supervisors have had little training in acting as student mentors.

Efforts to structure a plan that integrates high school education and work-based training have not gone far enough.

Recommended Actions

1. That a partnership of labour and business organizations, possibly working through the Careers Education Foundation referenced elsewhere in this report, Alberta Education and Alberta Advanced Education and Career Development, initiate programs, including public relations, to improve the image of trade, service and technical careers, and the image of school programs that prepare young people for these careers.

2. That school systems, with support from Alberta Education, implement a more effective career education program, beginning in elementary school.

3. That Alberta Education, with input from business/employers and others, review present diploma requirements, including CALM 20, with a view toward making selected knowledge, skills and attitudes currently found in the Enterprise and Innovation, Information Processing, and Career Transitions strands of CTS compulsory requirements for graduation. To avoid undue "crowding" of the senior high school program, thought should be given to incorporating some of these learnings in Grades 1–9, where possible.

4. That Alberta Education set explicit learning expectations and standards for general work experience courses.

5. That the Government of Alberta, in cooperation with business and employer organizations, explore:
    a) how the sharing of technological equipment among schools, and between schools and businesses, can be maximized (also see Topic/Issue 9, Recommendation 2, pages 43–44)
    b) the possibility of creating a business sponsored and administered technology investment fund that would support the purchase of technological equipment and provision of staff inservice needed by schools to deliver programs that will assist students in becoming "knowledge workers"
    c) incentives for businesses to provide work site learning opportunities for students.

"In Denmark, as in Germany, all firms pay into a general fund administered by labor and employers. The money is divided among those companies that accept apprentices to offset the cost of training wages."

Making the Grade,
Governor John R. McKernan, Jr., 1994

6. That schools implement alternative flexible forms of student scheduling that facilitate work site learning and differing learning styles.

7. That *School Act* legislation be changed so that the authority to approve workplace learning sites, and direct students to them, is delegated through school boards to school principals.

8. That the Students Finance Board be directed to develop appropriate scholarships for students with high levels of performance in complementary programs, such as CTS and RAP, and that business should also be encouraged to provide such scholarships.

9. That Alberta Education and Alberta Advanced Education and Career Development consider establishing another youth apprenticeship program in addition to RAP. The program would apply to occupations other than the present 51 apprenticeable trades. It would link and integrate school site and work site learning. It would provide a "seamless transition" from high school to one- and two-year college and technical programs. The model currently in place in Maine—see Appendix F—provides some good ideas.

10. That Alberta Education, Alberta Advanced Education and Career Development, and the Apprenticeship Board and Committees continue to review and align the academic requirements of high school courses and apprenticeship trade entry requirements.

11. That the Apprenticeship Board examine the reasons for limited availability of entry-level apprenticeship positions, and address these reasons where possible.

Topic/Issue 6: Part-time Jobs

Preferred Future

Schools and teachers take advantage of the part-time work experienced by students choosing to work outside of any formal school-generated "workplace learning." This includes volunteer work. These students learn employability skills and are given high school credit for this workplace learning, which must be certified by the school and by the employer or volunteer work supervisor. This ensures that students have the skills demanded by business and gain recognized work experience to assist in making the transition from school to work. Schools and business communities (employers) work closely together to ensure that reasonable limits are placed on hours of work so that student learning is not adversely affected. Employers make every effort to ensure that students engaged in part-time work are exposed to all aspects of the business so that the work provides a broad, positive learning experience.

Current Status

Students who choose to work part-time are not normally provided with any high school credits, unless the work is related to their enrollment in the RAP program. Some students indicate that their part-time jobs are simple, repetitive activities that provide limited learning opportunity. Educators believe, and some research supports the view, that many students work an excessive number of hours (more than 15 per week), and that their progress in school learning is negatively affected.

Recommended Actions

1. That business organizations encourage employers to provide part-time student workers with as much breadth of experience as possible.
2. That employers, educators and parents work together closely to encourage an appropriate balance among time students spend on school work, part-time work and recreational

activities. This might be achieved as one activity of School/Business Coordinating Councils that could be established at the community level (also see Topic/Issue 9, page 41).

3. That Alberta Education develop a framework within which school principals and employers can work together to develop programs allowing part-time student workers, including students who engage in volunteer community service work, to obtain credits for this work. Schools, students and businesses would participate on a voluntary basis, and credit-bearing, part-time work would be preapproved by all parties. To ensure credits are meaningful, students could be required to report orally and/or in writing:

   a) about this work experience. Topics could be about actual work performed—skills required, energy level, working with others, following and taking orders from managers or supervisors, personal hygiene and dress, reliability

   b) evaluations of how well they did and compare this to employer's evaluation

   c) an analysis of what they liked and did not like, and relate the analysis to their career goals

   d) on what they learned about work and themselves that would help get them a different kind of job.

   Also, to ensure credits are meaningful, schools should require students to present employer assessments of their job performance. Local business–education councils (also see Topic/Issue 9, Recommendation 1, page 42) could assist schools and employers in establishing appropriate assessment criteria and standards.

Topic/Issue 7: Career Education and Counselling

"... appropriate, active intervention in the process of transition from school to work has a positive impact upon the success of young people over time."

Center for Education, Employment and Community Education Development Center, Newton, Mass.
Vivian Guilfey
Joyce Malyn–Smith
Cathleen Corbitt.

Preferred Future

All students have access to career education and counselling, as distinct from personal counselling or educational counselling, suited to their maturity, needs and interests. Such programs begin early and are so effective that most students have a sound sense of their general career direction and are able to choose high school courses in grades 11 and 12 that provide appropriate preparation for their post-high school life.

This effective career education and counselling is a combination of the integration of the principles of career development into all subject areas through day to day teaching/learning activities as well as specific career counselling. School-based career education programs are delivered via a variety of models, at least some of which are joint ventures between school system staff and staff provided by Alberta Advanced Education and Career Development. The counselling in some models is provided by independent career counselling agencies on a contract basis.

All models involve parents and students, and parents are well-informed and supportive of the career direction choices being made by their children. A process to evaluate the effectiveness of alternative models is in place.

"Students especially need a coach or advocate, not just during the preliminary discussions of their obligation but throughout their time in school and during the transition to the workplace."

Making the Grade,
Governor John R. McKernan, Jr., 1994.

Employers in all communities are heavily involved in assisting with every school's career programs. Employers provide staff to give career talks and concrete, hands on career demonstrations on an ongoing basis, as well as on "career days." All students in junior high school have several job shadowing experiences in different career areas, and all students in senior high school acquire work experience in one or more career areas of their choice. Career mentors are available to all students from Grade 7 on. Most communities have school/business coordinating councils to assist in organizing these programs.

Every senior high school has a student follow-up program in place. All dropouts and graduates are tracked for a minimum of two years after leaving school. Surveys of graduates, employers and post-secondary institutions are conducted by each high school. Business and industry have a system in place that rewards those high schools that exhibit high performance in preparing students who enter the workforce directly. These rewards are both financial and symbolic (public recognition). Senior high schools also have job placement officers, either located in the high school or assigned by Alberta Advanced Education and Career Development and/or Human Resources Development Canada to work with a high school. These officers assist with job placements for students who do not go on to post-secondary education, and with student follow-up and tracking.

Current Status

"Both the education and employment communities have long ignored the need for rigorous research on the nature of transition (from school to work), how that transition is experienced, and the effects of interventions."

Center for Education, Employment and Community
Education Development Center, Newton, Mass.,
Vivian Guilfey
Joyce Malyn–Smith
Cathleen Corbitt.

It is a widely held perception that career education and counselling is simply not working.

For a number of years, a career awareness component has been a part of the health curriculum in Grades 1–9. Until recently, this curriculum was compulsory at all Grades 1–9. A recent change allows junior high schools to concentrate the curriculum in one or two of the three grades. Career and Life Management 20 is a compulsory, minimum 3-credit, 66-hour high school course that can be taught in any senior high grade, but is generally taught in Grade 11. This course includes a segment on career planning. As well, most senior high schools also provide some career and personal counselling services.

While there is a career awareness presence in the curriculum, the outcomes are not very clearly defined, a very limited amount of time is typically spent on the courses, and careers are but a small component of that time.

A recent Alberta Education publication, *Everyday Career Development*, notes:

> . . . that traditionally, career development issues have tended to be dealt with as problems to be resolved with the help of a guidance counselor; often through the lock-step process of career planning. However, career development is now being viewed, by a growing number

> of career development practitioners, as meaning more than career planning. In the current and emerging socio–political–economic climate, good education is good career education and vice versa.
>
> A recent Alberta Education study indicates that school guidance counselors spend approximately 15 percent of their time providing career counselling. Teachers of occupations and trade related courses have also, traditionally provided informal career counselling. Longitudinal studies conducted by the Population Research Laboratory, University of Alberta, and others, have found that a significant number of both graduates and nongraduates of high schools lack the appropriate career development knowledge and skills required to make an effective transition from school to the workplace.
>
> Despite an increased focus on the importance of career development competencies in the media and elsewhere, teaching, at all levels, tends to focus primarily on the acquisition of knowledge and skills rather than the application of these competencies in a variety of career-related contexts.

The need for improved career counselling resulting in smoother school-to-work transitions is supported in several ways by the government's business plans. *"Meeting the Challenge II: Three-year Business Plan for Education*, 1995/96–1997/98, includes in the definition of Basic Education the following statement: "Schools have the responsibility to provide instructional programs that ensure students . . . are prepared for entry into the workplace or post-secondary studies." Also, the plan specifies: "Departments such as Education, Alberta Advanced Education and Career Development, Health, Family and Social Services, and Justice, will find ways to share resources and integrate services and programs with those of local government agencies and schools."

"Programs which explain career options and opportunities should be developed and presented to students, educators and parents. Success stories in non-university areas of work need to be identified and promoted. Government, business and educators should actively promote the value and benefits of non-university work."

School-to-Work Transition, Alberta Chamber of Commerce Education Task Force, 1995.

A strategy under Goal 5 is "Reduce the duplication between secondary and post-secondary education institutions and programs."

The Business Plan of Alberta Advanced Education and Career Development, under Goal 1, "Develop a Policy Framework for Adult Learning", includes as a strategy, Number 6: "Provide Labour Market Information and Counselling Services to Industry and Individual Albertans."

A recently developed Alberta Education Policy on Guidance and Counselling indicates that school boards should provide counselling services, including career counselling, but does not require them to do so. Alberta Education and Alberta Advanced Education and Career Development have developed a wealth of career counselling resources for schools. Alberta Education has also collaborated with the Canadian Guidance and Counselling Foundation and the Alberta Teachers' Association to develop and sponsor a series of courses in career education for teachers and counsellors.

Recommended Actions

1. That Alberta Education coordinate a review of its existing curriculum to ensure that:
    a) opportunities to develop career awareness are highlighted in all subject areas and at all grade levels, as appropriate
    b) career development concepts receive increased and appropriate emphasis in CALM 20
    c) the learning outcomes related to career development concepts in health courses and CALM 20 are clearly stated
    d) all junior high school students will experience job shadowing opportunities
    e) students in Grade 9 will be required to take a course in which the major focus is career planning in lieu of the present Health and Personal Life Skills 9

"Unfocused learning remains one of the prime barriers to achieving excellence for a host of high school students."

The Neglected Majority,
Dale Parnell, 1985

   f) opportunities are available for all senior high school students to participate in a minimum of one work experience.

2. That Alberta Education develop assessment standards and model assessment tools to assess student understanding of career planning and opportunities in Grade 9 Health and Personal Skills and for CALM 20.

3. That Alberta Education modify its policy on career counselling so that the policy sets out the following principles and beliefs:

   a) career development is considered to be every teacher's concern

   b) career counselling is distinct from guidance counselling

   c) schools should involve employers and entrepreneurs

   d) schools are required to provide career counselling and may do so through a variety of models, including joint ventures with Alberta Advanced Education and Career Development local staff and/or private venture service providers. The model being developed by the Calgary Educational Partnership Foundation provides an example of one such model (see Appendix G)

   e) all students are required to develop an educational program/career plan in Grade 9, to be updated annually; these plans are to be signed annually by the parent and the school principal or designate

   f) schools are required to track students (minimally, a statistically representative sample; and ideally, all students) for a minimum of two years after leaving senior high school, and to survey employers and students regarding satisfaction with the students' preparation for work

   g) the tracking information referenced in f) is incorporated in ongoing research that examines the school-to-work transition experiences of Alberta students.

4. That Alberta Education and Alberta Advanced Education and Career Development engage in a joint project to provide students/schools with current labour market information, using information highway technology that includes links to employer home pages.

5. That business and industry establish a provincial Careers Education Foundation, one of the purposes of which should be to reward high schools that exhibit high performance in preparing students for smooth school-to-work transitions.

6. That universities be directed to include methods courses that instruct teachers how to enable students to make career-related connections in all courses.

Topic/Issue 8: Independent and Interdependent Lifelong Learning

The prior seven issues and their recommendations can be considered independently of one another. **However, each in its own way contributes to an overriding and interconnecting theme, that of independent and interdependent lifelong learning.**

"At the heart of a learning organization is a shift of mind—from seeing ourselves as separate from the world to connected to the world, from seeing problems as caused by someone or something "out there" to seeing how our own actions create the problems we experience."

The Fifth Discipline: The Art and Practice of the Learning Organization,
Peter M. Senge, 1990.

Preferred Future

The natural zest for learning of ECS students has been nurtured and continues to thrive at high school graduation. Students understand that they live in a changing world where the increase in knowledge is exponential. **They have the skills and attitudes required to be independent and interdependent learners. They carry these skills into the workplace, and demonstrate a willingness and capability to take advantage of opportunities for growth, learning and advancement. In other words, they have learned to take ownership of their own learning.**

Recognizing that the strength of any company depends on knowledge, skills, attitudes and personal well-being of all its human resources, employers take a long-term view of human resource development. They recognize the importance of hiring entry-level workers, and accept responsibility for providing ongoing support and training that will enable them to contribute to the employer and to society as a whole. Managers understand and have a commitment to the principles of a "learning organization," and they welcome opportunities to provide training in trades, professions and certified occupations.

"... a "learning organization"—an organization that is continually expanding its capacity to create its future."

The Fifth Discipline: The Art and Practice of the Learning Organization,
Peter M. Senge, 1990.

Alberta society is characterized as having a "learning culture." People with skills in providing training to adult learners are readily available. Recent graduates from Alberta schools return to their high school for additional upgrading in evening or weekend sessions when employers identify basic skill deficiencies that limit job performance. The quality of Alberta's human resources is widely recognized in the global marketplace. Industries select Alberta as a base for operations because of the quality of its workforce. Workforce quality is a key component of the Alberta Advantage.

"Helping individuals develop the competencies to be effective life-long learners should be the top priority of any educational institution."

The Neglected Majority,
Dale Parnell, 1985.

Current Status

Employers report that too many employees have too little interest in training programs or job enrichment and advancement. On the other hand, most businesses in Alberta, being a microcosm of Canada generally, spend far less on employee training programs than do competitors in other nations.

Some employers report that recent high school graduates regard their learning as being "completed," and take little responsibility or ownership for their continued learning, including responsibility for learning from coworkers on the job.

There is some evidence of a learning culture in Alberta society; for example, library use is high, there is a substantial viewership of PBS-type TV programs, and high enrollments in adult credit and noncredit courses. However, adult learning opportunities tend to be accessed much more extensively by those who already have high levels of education than by those who have only high school or lower levels of education.

Alberta Advanced Education and Career Development is currently engaged in an Adult Basic Education Reform Project.

Recommended Actions

1. That Faculties of Education and the ATA continue to take leadership in encouraging teachers to expand and enhance methodologies designed to develop independent and interdependent learners who take ownership of their learning. This should include an emphasis on alternatives to lecture-type instruction, such as resource-based learning and "teacher as facilitator" models at all levels from Kindergarten to Grade 12.

2. That business/employers be encouraged to spend more on employee training programs. Trainers should be offered opportunities to retrain, including time spent on the shop floor.

3. That government, businesses/employers, and other stakeholders cooperate to build a learning culture and support

the concept of lifelong learning, and to convey the human resources component of the Alberta Advantage.

4. That there be closer cooperation and coordination, perhaps even amalgamation, between Alberta Education and Alberta Advanced Education and Career Development so that lifelong learning is promoted more effectively.

Topic/Issue 9: Equity: Coordinating Business/Employer Involvement

Preferred Future

To a very large extent, the coordination of business involvement in education takes place at the local or grass roots level. Educators accept that student learning requires students to have exposure and experience working with business, and businesses acknowledge their role in providing the appropriate experiences that are a necessary part of successful graduation from high school. There is an acceptance that student learning must take place, not only at the school, but also at the work site.

Schools feel free to approach businesses and, similarly, businesses feel free to approach schools with a view to extending student learning. Clearly, the benefits of this coordination focus on the student. Large and small businesses are involved, as well as the public and private sector, and not-for-profit organizations. Employees of these organizations are provided with the opportunity and time to contribute to these partnership arrangements.

Post-secondary institutions are drawn in as well, and coordination involves the three types of organizations.

Current Status

There is a significant level of activity in the province between individual schools and businesses that provide students some exposure to work site learning, as well as some actual working experience. Most of these present arrangements tend to be ad hoc, with widely different levels of agreement between the parties. In addition, there are a number of more broadly based initiatives, the most significant being Careers . . . The Next Generation project, which is partly funded by government and is being championed by the Alberta Chamber of Resources. Some councils and foundations have also been set up to support various communities or at least more than one school; for example, the Calgary Partnerships Foundation. In addition, there are some national and international initiatives, although the links between these activities and the local activities tend to be tenuous. The lack of structure and coordination limits people's ability to learn from each other, and may cause mistakes to be repeated, and at times may lead to frustration between the parties.

Recommended Actions

1. That Alberta Education and provincial business organizations initiate the establishment of community-based business education councils. The purpose of these councils would be to address potential inequities by providing a bridge at the community level between the schools and business. The councils should define their roles based on local needs. However, potential roles could include:
    a) facilitate partnership arrangements between individual businesses and schools
    b) assist with career development for students—promoting the value of all potential careers, bearing in mind the expected marketplace demands
    c) coordinating the sharing of technological equipment between businesses and schools within a community
    d) coordinating work site learning opportunities for all educational institutions in the community
    e) developing community consensus regarding such issues as part-time work guidelines for students and employers
    f) helping businesses to assess student learning at the work site
    g) providing "speaker's lists" and assisting in organizing career fairs
    h) coordinating employment exchanges or secondments for teachers and business employees at a community level
    i) business recognition of local achievements and successes.

"Secondment opportunities should be expanded between business and education."

School-to-Work Transition, Alberta Chamber of Commerce Education Task Force, 1995.

"The concept of school-business councils should be explored as a means of improving the communication and understanding process."

School-to-Work Transition, Alberta Chamber of Commerce Education Task Force, 1995.

2. That business organizations and government establish a provincial Career Education Foundation. The Foundation could be modeled on the Science Alberta Foundation. It could assume, on a more ongoing basis, some of the partnership facilitative functions currently being carried out through the Careers . . . The Next Generation project. Other potential roles for the proposed Foundation, some of which have been identified in other sections of this report, include:

   a) assisting with a public relations campaign to promote the value and importance of all careers, including those that require university degrees, those that require one- or two-year, post-secondary diplomas, and those where individuals enter the workforce directly and obtain qualifications and experience while working

   b) acting as a "clearing house" for the distribution of ideas and concepts about businesses and schools working in partnership. There also may be a requirement for assisting with the allocation of resources

   c) assisting with the linking of schools with businesses, using technology, in those instances where schools or businesses wish to be "partnered" but no businesses exist in the local community (or an inadequate variety of businesses exist)

   d) acting as a network between community-based business education councils in order that these councils can learn from each other. Part of this function could be the convening of an annual conference to serve as a forum for discussion of issues relating to business involvement in education and for showcasing effective local practices

   e) in addition to networking within the province, the Foundation should link outside the province to facilitate information sharing about what is happening in other provinces, as well as at the national and international levels; e.g., the Conference Board of Canada

   f) identifying schools that do not have partnerships and encouraging business/employers to be more proactive in establishing partnerships

g) rewarding high schools that exhibit high performance in preparing students for school-to-work transitions

h) establishing and administering a "Blue Ribbon" award program for businesses that are exemplary in providing workplace learning sites or otherwise supporting education.

3. That school systems develop policies addressing the coordination of business involvement (school partnerships, sponsorships) in a manner appropriate to the communities served (also see Topic/Issue 1, Recommendation 1, page 15).

Glossary

Apprenticeship Board:	The Apprenticeship Board consists of 13 members appointed by the Minister of Alberta Advanced Education and Career Development to represent all designated trades and occupations available in Alberta. The Board is comprised of a presiding officer, six employers and six employees (residing officer may be an employer or an employee).
Assessment standard:	An assessment standard is the criteria used for judging student achievement relative to the curriculum standards.
BIAG:	Business Involvement Advisory Group established to represent Albertans and assist the MLA Implementation Team on Business Involvement and Technology Integration in Education.
Business–education partnerships:	A business–education partnership is a formal or informal agreement or understanding between a school and a business for the purpose of achieving mutual benefits, in particular, enhancing student learning including helping students make a smooth transition to the workplace or to further study.
Business/Employers:	A broad term that includes private, for profit firms, not-for-profit organizations, and public sector employers (in other words, all employers, including organizations that involve volunteer workers).
Career counselling:	Career Counselling is the formal process by which a person who understands career development assists another person or persons (career counselling can be a group event) to manage his or her career. Many career counselling activities are not restricted to career counsellors; many people help other people manage their careers. We refer to this informal assistance as career coaching.
Career development:	Career development is both a field of study and practice, and is the result of career building. The field of career development aims at understanding changes in people's careers and helping people to undergo desirable changes. As a process, career development includes all the growth and changes in an individual's career.

Core curriculum:	The programs that all students must complete in school. In Canada, this usually includes a minimum of language arts, mathematics, science and social studies (or history and geography) as well as health and/or physical education.
CTS:	Career and Technology Studies is a modular program arranged in 21 career-related strands designed to develop the competencies of Alberta secondary students in contexts that help prepare them for positive transitions into adulthood, the workplace and further education.
Curriculum:	The totality of the intended learning outcomes, the learning activities, the resources and the experiences that contribute to and comprise learning. In Alberta, the province sets out the intended learning outcomes in documents called "programs of study." Other aspects of the curriculum are determined at the local level.
Curriculum standard:	A curriculum standard is a set of learner expectations for a course, or for a grade level of a program. Curriculum standards are defined by the general and specific learner expectations outlined in a course or program of studies.
Diploma requirements:	The courses and subjects that a student must complete to graduate from high school.
ECS (Early Childhood Services):	The comprehensive programs and services that contribute to a child's total development from birth to age 8.
Employability skills:	Employability skills are the generic skills, attitudes and behaviours that employers look for in new recruits and that they develop through training programs for current employees.
Entrepreneurship:	Entrepreneurship is essentially an act of creation requiring the ability to recognize an opportunity, shape a goal and use resources to implement new, thoughtfully planned ventures.
Entrepreneurship skills:	Entrepreneurs should possess good planning, organizational, decision-making and interpersonal skills. These skills, as well as communication, financial management, and research skills, are particularly important for effective entrepreneurship.

Information highway technology:	Technology that permits the inexpensive, readily accessible, electronic transfer of information.
Knowledge worker:	Knowledge workers are workers who are extensively involved in the ongoing process of using information technology in the application of the collection of data, calculation and analysis of information, and the communication of knowledge to their coworkers and clients.
Learning expectations:	The intended learning outcomes of a course or program; detailed descriptions of the knowledge, skills and attitudes that a student should acquire in a course or program.
Lifelong learning:	The practice of continually upgrading one's knowledge and skills to remain competitive in the marketplace or to enhance one's personal life.
PAAC:	The Program and Assessment Advisory Committee was established to provide advice and comments to the Assistant Deputy Minister, Student Programs and Evaluation, Alberta Education, regarding program, curriculum and assessment policies from ECS through Grade 12.
Portfolios:	A portfolio is a collection of items (written, graphic, electronic, other) organized to portray the competencies, attributes and accomplishments of an individual. In an educational context, portfolios can be used to: • encourage students to maintain organized records of their accomplishments • assist teachers in their assessment of students' achievement • assist students in "selling" themselves to prospective employers and/or to registrars of post-secondary institutions.
Preferred future:	A description of the fundamental characteristics of education desired by education stakeholders; a state which education stakeholders are committed to achieving.
RAP:	The Registered Apprenticeship Program (RAP) provides students with the opportunity to become indentured apprentices while being registered as high school students working toward achieving an Alberta High School Diploma or a Certificate of Achievement. RAP is available in any of Alberta's 51

	apprenticeship trades and is administered jointly by Alberta Education and Alberta Advanced Education and Career Development.
Sponsorships:	Providing financial or other support to a group or individual for a specific purpose, e.g., donating a scoreboard to a school.
Stakeholder:	An individual or group that has a special interest in an area such as education.
Trades, services and technical careers:	Trades, services and technical (TST) careers include occupations other than those usually described as professional or managerial occupations. TST careers include, but are not limited to: technicians and technologists, apprentices and journeymen, and careers in a variety of skilled service areas. TST careers usually require entrants to have attained a minimum of a high school credential and usually a post-secondary credential and/or related work experience.
Work experience courses:	Work experience 15, 25 and 35 are courses accredited by Alberta Education. The courses are available, as complementary courses, to high school students as 3, 4, 5, 6, 7, 8, 9 or 10 credit courses at each of the three levels (15, 25, 35). Students may count a maximum of 15 credits toward an Alberta High School Diploma. Work experience courses are locally developed; the learning expectations must, therefore, be developed by the teachers in consultation with students and the students' supervising employers.
Work site learning:	Work site learning refers to learning that occurs in a nontraditional teaching/learning environment. These work sites are usually off-campus; some may, however, be within the school's facilities; e.g., the school's office, cafeteria, shipping and receiving area. Students engaged in work site learning as part of their school program (e.g., work experience, work study, RAP) are deemed to be employees of Alberta Education for the purposes of the Workers' Compensation Board. Schools providing students with opportunities for work site learning are required to follow the legislation and procedures contained in Alberta Education's Off-campus Education Policy.

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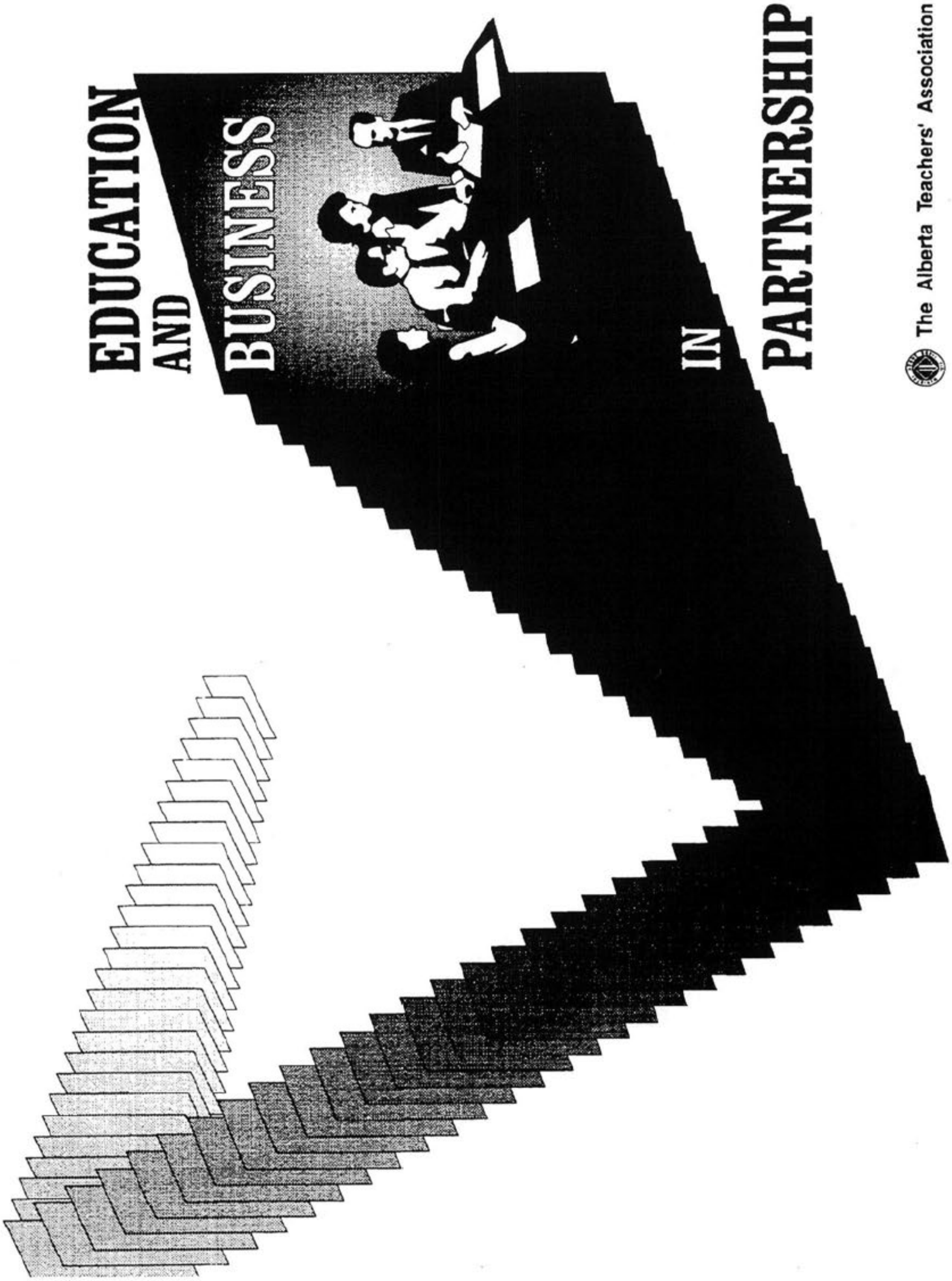
Appendix A①



EDUCATION
AND
BUSINESS
IN
PARTNERSHIP

The Alberta Teachers' Association

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EDUCATION-BUSINESS PARTNERSHIPS

Background

Although schools and the business community have been collaborating in various ways for many years, the idea of forging new partnerships is growing in popularity across Canada as businesses ponder their future survival and schools re-examine their options during prevailing social and economic conditions. Recognizing that schools and businesses could be working more closely together, Provincial Executive Council of The Alberta Teachers' Association established an ad hoc committee in October 1992 to review literature and practice in the area of education-business partnerships, to review and evaluate the involvement of both profit and not-for-profit organizations in partnerships and to propose Association policy on education-business partnerships.

The committee concluded that student learning can be enhanced when business supports the work of teachers. Achieving success requires close cooperation between schools and businesses and firm commitment from both partners. Planning and continual assessment and well-defined goals are essential elements of successful education-business partnerships. As a result of their deliberations, the committee proposed Association policy on the issue. These were approved at the 1993 Annual Representative Assembly.

ASSOCIATION POLICY ON EDUCATION-BUSINESS PARTNERSHIPS

Long Range Policy

The Alberta Teachers' Association endorses education-business partnerships that are consistent with the values, goals and objectives of a school's educational program and that enhance the education program for students.

The Alberta Teachers' Association endorses only those education-business partnerships that are
1. supportive of the teacher in enhancing student learning,
2. pedagogically sound,
3. intentional and purposeful,
4. long-term and developmental,
5. mutually beneficial.

The Alberta Teachers' Association endorses education-business partnerships that uphold the public trust and that protect instructional time from commercial exploitation.

The Alberta Teachers' Association endorses education-business partnerships that recognize and respect the professional discretion of the teacher in selecting teaching methodology and resources and in assessing student performance.

The Alberta Teachers' Association advocates that education-business partnerships
1. emphasize human rather than financial resources,
2. involve voluntary participation by teachers,
3. be approved by school staff,
4. be broadly based to include students, parents, teachers and the community in decision making,
5. demonstrate a strong commitment by all partners.

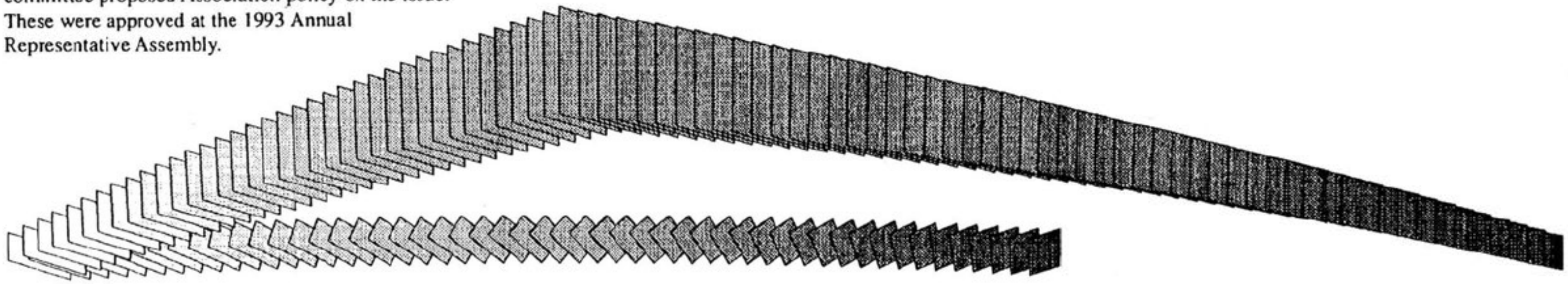
Current Directive

BE IT RESOLVED, that The Alberta Teachers' Association urge Alberta school boards to refrain from establishing education-business partnerships to compensate for inadequate provincial or local funding for education.

For further information, please contact:

Karen E Ingalls
Coordinator, Operations
The Alberta Teachers' Association
11010 142 Street
Edmonton, Alberta T5N 2R1

Telephone
453-2411 (from Edmonton)
263-4774 (from Calgary)
1-800-232-7208 (from elsewhere in Alberta)



Appendix B

ALBERTA EDUCATION 90th ANNUAL REPORT

Some of the data contained in the publication *90th Annual Report: 1994–1995* pertains to issues identified by the Business Involvement Advisory Group. That data is summarized below.

- **Preparation for the workplace.**

  Survey results from the Annual Report indicate the percentage of Albertans who agree that high school graduates are prepared for the workplace:

High School Students	80%
Parents	40%
Public	40%
Post-secondary Instructors	35%
Employers	35%

  These figures support the view of the I-Team and BIAG that more needs to be done in high schools to prepare students for the workplace. It is also noteworthy that 65% of parents and 70% of employers agreed that high schools prepare students for post-secondary education. Thus, schools are perceived to be doing a better job of preparing students for post-secondary education than for the workplace, a finding consistent with earlier surveys.

- **Business involvement in educational decision making.**

  Other data reported in the 1994–95 Annual Report pertained to estimates of the number of Albertans involved in Alberta Education decision making in 1994–95. The estimates for various categories are as follows:

Parents	1 385
Educators	9 170
Business/Employers	645
Public at Large	2 150
School Council Members	550
Others	2 300
Total	16 200

  These data suggest that it may indeed be appropriate to expand the involvement of business/employers in Alberta Education decision-making.

- **Business involvement in assisting schools.**

In 1995, a sample of employers was asked whether or not their business had been involved with schools, and if so, in what way. The results of that survey are:

Funding programs	27%
Field trip hosts	21%
Sponsorships	21%
Mentoring/job shadowing	20%
Speakers' events	20%
Career days	18%
Student scholarships	15%
Formal partnership agreements	10%

Given that there are many, many more businesses than schools in Alberta, these are rather impressive results. It is also clear that a lot of desirable involvement can occur without the existence of formal partnership agreements, valuable as they may be.

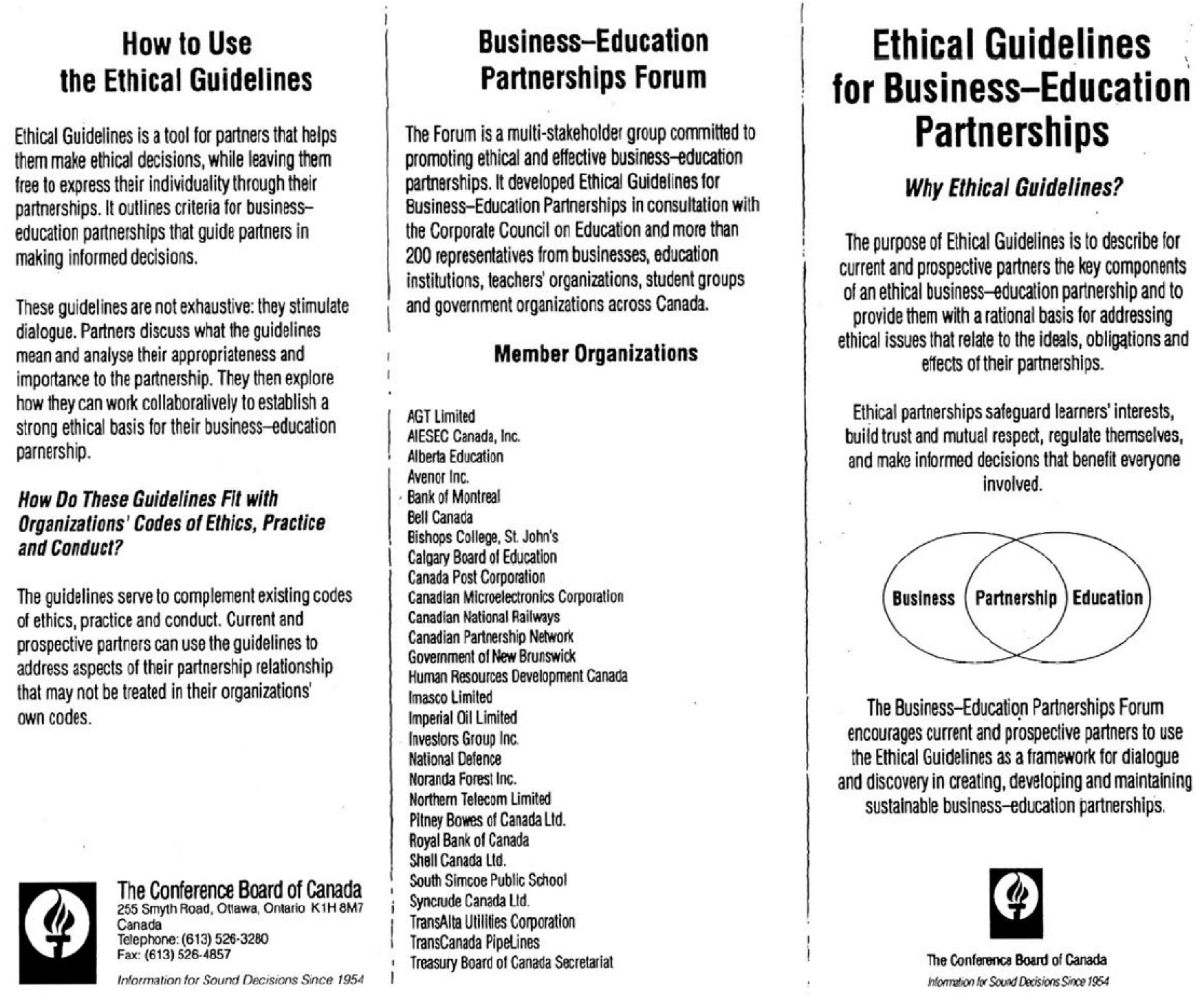
- **Enrollments in complementary courses (including Career and Technology Studies (CTS) and the Registered Apprenticeship Program (RAP) courses).**

Other interesting data provided in the 1994–1995 Annual Report of Alberta Education relates to the average number of complementary course credits completed by students in high schools of differing sizes. The figures are as follows:

No. of High School Students in School	Complementary Credits
250 or fewer	111
251 to 500	209
501 to 1500	344
Over 1500	532

Since CTS/practical arts and RAP courses fall in the complementary category, these data reinforce the common sense notion that course offerings in this area are more restricted in smaller high schools. Smaller high schools in particular need to look to off-campus opportunities as a way of meeting the needs and interests of the "forgotten majority" of students. A report received by the BIAG from Chinook's Edge Regional School Division suggests that this indeed can be done.

Appendix C①



How to Use the Ethical Guidelines

Ethical Guidelines is a tool for partners that helps them make ethical decisions, while leaving them free to express their individuality through their partnerships. It outlines criteria for business–education partnerships that guide partners in making informed decisions.

These guidelines are not exhaustive: they stimulate dialogue. Partners discuss what the guidelines mean and analyse their appropriateness and importance to the partnership. They then explore how they can work collaboratively to establish a strong ethical basis for their business–education parnership.

How Do These Guidelines Fit with Organizations' Codes of Ethics, Practice and Conduct?

The guidelines serve to complement existing codes of ethics, practice and conduct. Current and prospective partners can use the guidelines to address aspects of their partnership relationship that may not be treated in their organizations' own codes.

The Conference Board of Canada
255 Smyth Road, Ottawa, Ontario K1H 8M7
Canada
Telephone: (613) 526-3280
Fax: (613) 526-4857

Information for Sound Decisions Since 1954

Business–Education Partnerships Forum

The Forum is a multi-stakeholder group committed to promoting ethical and effective business–education partnerships. It developed Ethical Guidelines for Business–Education Partnerships in consultation with the Corporate Council on Education and more than 200 representatives from businesses, education institutions, teachers' organizations, student groups and government organizations across Canada.

Member Organizations

AGT Limited
AIESEC Canada, Inc.
Alberta Education
Avenor Inc.
Bank of Montreal
Bell Canada
Bishops College, St. John's
Calgary Board of Education
Canada Post Corporation
Canadian Microelectronics Corporation
Canadian National Railways
Canadian Partnership Network
Government of New Brunswick
Human Resources Development Canada
Imasco Limited
Imperial Oil Limited
Investors Group Inc.
National Defence
Noranda Forest Inc.
Northern Telecom Limited
Pitney Bowes of Canada Ltd.
Royal Bank of Canada
Shell Canada Ltd.
South Simcoe Public School
Syncrude Canada Ltd.
TransAlta Utilities Corporation
TransCanada PipeLines
Treasury Board of Canada Secretariat

Ethical Guidelines for Business–Education Partnerships

Why Ethical Guidelines?

The purpose of Ethical Guidelines is to describe for current and prospective partners the key components of an ethical business–education partnership and to provide them with a rational basis for addressing ethical issues that relate to the ideals, obligations and effects of their partnerships.

Ethical partnerships safeguard learners' interests, build trust and mutual respect, regulate themselves, and make informed decisions that benefit everyone involved.

Business **Partnership** **Education**

The Business–Education Partnerships Forum encourages current and prospective partners to use the Ethical Guidelines as a framework for dialogue and discovery in creating, developing and maintaining sustainable business–education partnerships.

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① Ethical Guidelines for Business Education Partnerships: Why Ethical Guidelines? Brochure 1995 E/F (Ottawa: The Conference Board of Canada, 1995). Reprinted with permission of The Conference Board of Canada.

Ethical Guidelines for Business–Education Partnerships

Business–education partnerships are mutually beneficial relationships between employers and educators that are designed to enhance learning for students and other learners. They may involve other education stakeholders as partners, including students, employees, parents, communities, labour, and government organizations. Most business–education partnerships are co-operative relationships in which partners share values, objectives, human, material or financial resources, roles and responsibilities in order to achieve desired learning outcomes.

Canadian employers and educators support business–education partnerships that:

- Enhance the quality and relevance of education for learners
- Mutually benefit all partners
- Treat fairly and equitably all those served by the partnership
- Provide opportunities for all partners to meet their shared social responsibilities toward education
- Acknowledge and celebrate each partner's contributions through appropriate forms of recognition
- Are consistent with the ethics and core values of all partners
- Are based on the clearly defined expectations of all partners
- Are based on shared or aligned objectives that support the goals of the partner organizations
- Allocate resources to complement and not replace public funding for education
- Measure and evaluate partnership performance to make informed decisions that ensure continuous improvement
- Are developed and structured in consultation with all partners
- Recognize and respect each partner's expertise
- Identify clearly defined roles and responsibilities for all partners
- Involve individual participants on a voluntary basis

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Appendix D

PROGRAM AND ASSESSMENT ADVISORY COMMITTEE
TERMS OF REFERENCE
October 1994

A Program and Assessment Advisory Committee has been established to provide advice and comments to the Assistant Deputy Minister, Student Programs and Evaluation regarding program, curriculum and assessment policies from ECS through Grade 12.

Membership

The Program and Assessment Advisory Committee shall have 12–14 members, including the following:

- three teacher members to be nominated by the Alberta Teachers' Association (one from ECS–Grade 6, one from Grades 7–9, one from Grades 10–12)
- one member to be nominated by the College of Alberta School Superintendents
- one member to be nominated by the Alberta School Boards Association
- one member to be nominated by the Alberta Home and School Councils' Association
- one member to be nominated by the Universities Co-ordinating Council
- one member to be nominated by the Council of Presidents of Colleges and Technical Institutes
- one curriculum supervisor/administrator from a school system central office appointed by Alberta Education
- one student appointed by Alberta Education
- one school principal appointed by Alberta Education
- one teacher appointed by Alberta Education

Committee Role

Within the context of general government and Alberta Education policy, including directional statements, business plans, or other general statements of policy, the Committee will advise the Assistant Deputy Minister on the following matters:

- general programming, curriculum policies and *Guides to Education* (Handbooks) issues
- curriculum and cross-disciplinary frameworks that provide direction to curriculum development in specific subject areas
- frameworks for assessment standards
- the structure, format and nature of publications to communicate curriculum and assessment directions
- policies relating to the review, classification and authorization of learning resources (student and teacher)
- development process issues; e.g., nature of input required from other sources, implementation timelines, advisory structures

The Committee will not review or provide advice on program approvals or learning resources in specific subject areas. However, programs of study and related publications will be provided to the Committee as information to inform the Committee's deliberations. In addition, there will be opportunities for the Committee to receive presentations from various stakeholders and publics.

Chairmanship and Secretariat

The Committee will be chaired by the Assistant Deputy Minister or designate, who will be a non-voting member. The Policy Unit of the Curriculum Standards Branch will provide secretariat services.

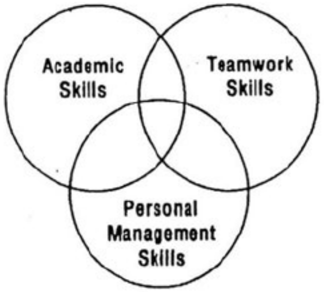
Frequency of Meetings

Normally, two to three, two-day meetings will be held annually.

Appendix E①

Employability Skills Profile

What Are Employers Looking For?



The academic, personal management and teamwork skills outlined in this profile form the foundation of a high-quality Canadian workforce both today and tomorrow.

The Corporate Council on Education invites and encourages students, parents, teachers, employers, labour, community leaders and governments to use the profile as a framework for dialogue and action.

The Conference Board of Canada

Employability Skills Are Critical

Employability skills are the generic skills, attitudes and behaviours that employers look for in new recruits and that they develop through training programs for current employees. In the workplace, as in school, the skills are integrated and used in varying combinations, depending on the nature of the particular job activities.

The Council recognizes the need for employers to accommodate individual differences and to provide equal opportunities for women, native people, visible minorities and people with disabilities.

How Are Employability Skills Developed?

Employability skills are developed in school and through a variety of life experiences outside school. The student, the family and the education system, supported and enhanced by the rest of society, share this responsibility.

How Does This Profile Fit with the Goals of Education?

All the skills listed in this profile are already either explicit or implicit in general educational goal statements of the provinces and territories. Drawing attention to skills necessary for employability is compatible with and can enhance a school's efforts to meet its other goals and objectives.

Corporate Council on Education
Core Purpose:
We are a catalyst to engage business and education in partnerships that foster learning excellence to ensure that Canada is competitive and successful in the global economy.

Member companies:
AGT Limited
Air Canada
Atlantic Provinces Telecommunications Council
Bank of Montreal
Bell Canada
British Columbia Telephone Company
Canada Post Corporation
Canadian Microelectronics Corporation
Canadian Occidental Petroleum Ltd.
CP Rail System
General Electric Canada Inc.
IBM Canada Ltd.
Imasco Limited
Imperial Oil Limited
Inco Limited
National Defence
Noranda Forest Inc.
Norcen Energy Resources Limited
Northern Telecom Limited
Royal Bank of Canada
Shell Canada Limited
Syncrude Canada Ltd.
TransAlta Utilities Corporation
TransCanada PipeLines
Xerox Canada Ltd.

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10/93

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① Employability Skills Profile: What Are Employers Looking For? Brochure 1996 E/F (Ottawa: The Conference Board of Canada, 1996). Reprinted with permission of The Conference Board of Canada.

EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required of the Canadian Workforce

Academic Skills

Those skills which provide the basic foundation to get, keep and progress on a job and to achieve the best results

Canadian employers need a person who can:

Communicate
- Understand and speak the languages in which business is conducted
- Listen to understand and learn
- Read, comprehend and use written materials, including graphs, charts and displays
- Write effectively in the languages in which business is conducted

Think
- Think critically and act logically to evaluate situations, solve problems and make decisions
- Understand and solve problems involving mathematics and use the results
- Use technology, instruments, tools and information systems effectively
- Access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts and social sciences)

Learn
- Continue to learn for life

Personal Management Skills

The combination of skills, attitudes and behaviours required to get, keep and progress on a job and to achieve the best results

Canadian employers need a person who can demonstrate:

Positive Attitudes and Behaviours
- Self-esteem and confidence
- Honesty, integrity and personal ethics
- A positive attitude toward learning, growth and personal health
- Initiative, energy and persistence to get the job done

Responsibility
- The ability to set goals and priorities in work and personal life
- The ability to plan and manage time, money and other resources to achieve goals
- Accountability for actions taken

Adaptability
- A positive attitude toward change
- Recognition of and respect for people's diversity and individual differences
- The ability to identify and suggest new ideas to get the job done—creativity

Teamwork Skills

Those skills needed to work with others on a job and to achieve the best results

Canadian employers need a person who can:

Work with Others
- Understand and contribute to the organization's goals
- Understand and work within the culture of the group
- Plan and make decisions with others and support the outcomes
- Respect the thoughts and opinions of others in the group
- Exercise "give and take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance

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This document was developed by the Corporate Council on Education, a program of the National Business and Education Centre, The Conference Board of Canada.

This profile outlines foundation skills for employability. For individuals and for schools, preparing for work or employability is one of several goals, all of which are important for society.

Appendix F①

SCHOOL-TO-WORK—IN MAINE AND ACROSS THE COUNTRY

The Maine Youth Apprenticeship Program, developed under former Governor McKernan's administration, was already under way when Congress passed the School-to-Work Opportunities Act.

School-to-Work was signed into law in May 1994; it will run until October 1, 2001. With an appropriation of $250 million for 1995, it establishes a national framework administered jointly by the U.S. Departments of Education and Labor that has already provided development grants to states for comprehensive school-to-work programs. The Act also provides for implementation grants, which eight states have received so far. Fifteen to 20 more will be awarded in 1995. In addition, 15 partnership grants to bring together local employers and educational institutions and 21 urban/rural opportunities grants for high-poverty areas have been sent to local communities. All of these grant awards, as well as special grants for programs serving Native American youth, are expected to increase.

Existing or planned transition programs such as Tech Prep, cooperative education, and youth apprenticeships provide the foundation for the kinds of initiatives to be fostered statewide. Grant criteria include emphasis on high standards, especially those listed in Goals 2000; instruction that integrates work and school; linkages among secondary schools, junior colleges, and universities; and workplace monitoring and instruction.

Students who complete funded programs successfully will receive at least two credentials: a high school diploma and a certificate attesting to skills recognized and respected by employers. Some students may also receive a two-year college degree or they may opt for further education. For information, contact: Department of Education, 202/260-7278; or Department of Labor, 202/219-6871.

The **Maine Youth Apprenticeship Program** prepares high school students for the world of work through a combination of intensive classroom learning at school and structured workplace experiences. The program is based on the assumption that young people need better training to succeed in a competitive, global economy and that the challenge is best met if businesses become true partners in the education process.

The involvement of employers includes assessment of students' performance, creation of relevant curriculum, and the development of occupational skill standards specific to given industries. The three-year program provides a direct link to higher education, with students attending high school during the first two years of their participation and a technical college during the third and final year.

1ST YEAR: 11TH GRADE

Students spend about 50 percent of their time at school and 50 percent of their time at work in alternating blocks, starting in February. They work full time during the summer.

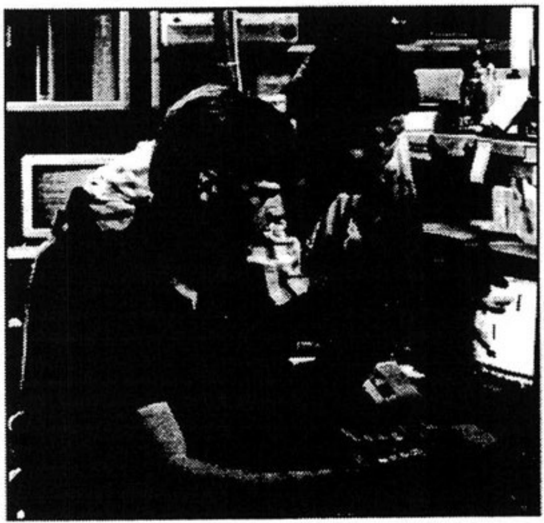
2ND YEAR: 12TH GRADE

Students continue alternating their time between school and work (50 percent of their time at each) and spend summers at their worksites. Students receive high school diplomas.

3RD YEAR: TECHNICAL COLLEGE

Students alternate in blocks of time between school and work (about 50 percent) at each. Apprentices who attain established skill levels receive Certificates of Skills Mastery listing specific occupational skills mastered.

Apprentices, who must survive a competitive selection process, earn about $85 a week as long as they are enrolled (whether they are in a school-based or workplace-based block), with a raise each year, and they receive one year of free tuition at a technical school. During this time, the students are considered employees, not of the firms where they work, but of the Center for Youth Apprenticeship, the office housed at Southern Maine Technical College that oversees the program. The money comes from the $5,000 payments per apprentice that businesses make to join the program. In return, the program guarantees the quality of the apprentices' academic skills (the guarantees are based on proven outcomes in academic testing rather than records of time served in class) and promises to provide remedial retraining free if an apprentice fails to measure up to expectations. The program also provides liaison and technical help to the businesses, schools, and the students, and offers training and support to the business and the "meister" (the mentor/supervisor) who oversees the student.



Courtesy of Southern Maine Technical College

Andrew Jensen, left, a youth apprentice at Maine Medical Center in Portland, reviews some telecommunications software.

Students' classroom work consists of rigorous courses in math, science, English, and social studies (sometimes in "applied" versions of these subjects), and students must demonstrate high levels of both academic and social skills to succeed.

Apprenticeships are offered in many career fields, including manufacturing, allied health, machine tool, computers, customer service, banking and finance, and others.

In January 1995, 35 Maine high schools combined with 57 state businesses to offer youth apprenticeship opportunities to a total of 70 students. Over the next five years, officials hope that all high schools in the state will participate.

For information about Maine's Youth Apprenticeship Program, write or call: Center For Youth Apprenticeship, Southern Maine Technical College, Fort Road, South Portland, ME 04106; 207/767-5210.

—Sybil Eakin

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① Sybil Eakin, "School-to-Work—In Maine and Across the Country," *Technos: Quarterly for Education and Technology*, Volume 4, Number 1, Spring 1995, page 7. Reprinted courtesy of Technos Quarterly at Techos Press, a division of the Agency for Institutional Technology (AIT).

Appendix G

CAREER RESOURCE CENTRES PROJECT

Project Overview

The Career Resource Centres Project is an initiative sponsored by the Calgary Educational Partnership Foundation (CEPF) and designed to facilitate the establishment of a Career Centre in each high school in Calgary and adjacent district high schools.

With funding support from Human Resources Development Canada (HRDC), a Career Centre was established in 17 Calgary and area high schools. These centres were initially funded for a one-year period ending March 1, 1996. HRDC has recently confirmed that it will extend its funding to support the existing centres to June 30, 1996.

The CEPF is seeking financial support from the federal government, the provincial government, participating school boards and business and industry to extend the Career Resource Centres Project for an additional three years in each of the 50 high schools in Calgary and adjacent area school jurisdictions.

A listing of the 17 schools currently participating in the Career Resource Centres Project follows.

Background

The mission of the CEPF is to:

> *Enhance learning opportunities by facilitating powerful partnerships between businesses, educators and school communities.*

The Career Resource Centres Project is attempting to fulfill this mission by facilitating the establishment of career resource centres in high schools that enable career education and planning to be integrated into secondary school systems to better prepare students for the transition from school to work or to post-secondary education.

The project is designed to establish a Career Resource Centre in Calgary and adjacent area high schools and to involve families, communities, educators and businesses in enhancing the career awareness and career readiness of youth.

With funding provided by HRDC, each of the current 17 centres is staffed by a paid coordinator and, in some schools, additional support and assistance is provided by a certificated staff member, usually a school counsellor.

In each centre, the Career Development Coordinator provides resources and services to assist students with the career development process. Students learn to identify, develop and document the employability skills (identified by the Conference Board of Canada) they personally develop.

An interim assessment of the project found that the Career Resource Centres have been well received in the high schools, have been used extensively by students and teaching staff, and were fulfilling a significant need by students for career information and guidance.

In meeting students' needs for career information, Career Resource Centre Coordinators were found to be able to:

- assist and complement the work of the school guidance counsellors
- provide one-on-one career consultations and assistance to students
- work with teachers to provide an integrated approach to career awareness and career planning
- expand school and community linkages that enable students to understand the relevance of school curriculum to their career aspirations.

A model of the services offered by each Career Resource Centre follows.

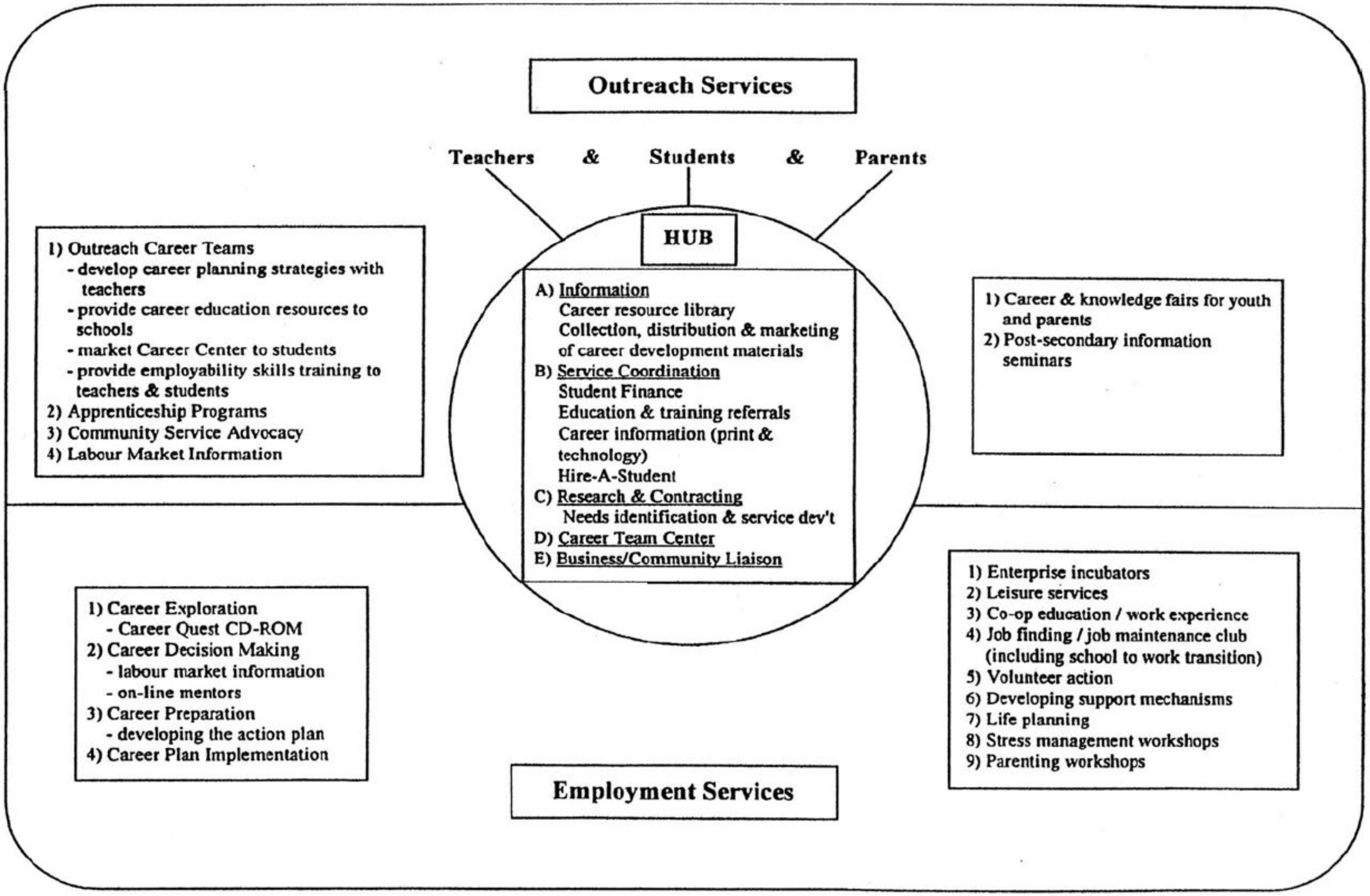
Proposed Funding

A project plan currently in development indicates that a total of $1 355 000 will be required to establish and operate Career Resource Centres in 50 senior high schools for the period September 1996 to August 1999. Of this sum $130 000 would be provided by the CEPF with the remainder being requested from the federal government, the provincial government, participating school boards and the corporate sector.

SCHOOLS WITH CAREER CENTRES IN PLACE

Senior High Schools by District	Location	School Population
Calgary Board of Education		
Bowness	Calgary	1 018
Crescent Heights	Calgary	1 554
Ernest Manning	Calgary	855
Forest Lawn	Calgary	1 103
James Fowler	Calgary	1 477
John G. Diefenbaker	Calgary	900
Lester B. Pearson	Calgary	1 262
Terry Fox Junior High School	Calgary	635
Calgary Catholic School Board		
Bishop McNally	Calgary	959
Father Lacombe	Calgary	1 065
St. Francis	Calgary	1 476
Rocky View School Division		
Beiseker Community School	Beiseker	275
Bert Church	Airdrie	700
Chestermere High School	Chestermere	456
Cochrane High School	Cochrane	825
Springbank High School	Springbank	431
Golden Hills Regional Division		
Strathmore High School	Strathmore	480
TOTAL		15 471

Career Resource Center For Youth



Outreach Services

Teachers & Students & Parents

HUB

A) Information
Career resource library
Collection, distribution & marketing of career development materials

B) Service Coordination
Student Finance
Education & training referrals
Career information (print & technology)
Hire-A-Student

C) Research & Contracting
Needs identification & service dev't

D) Career Team Center

E) Business/Community Liaison

1) Outreach Career Teams
   - develop career planning strategies with teachers
   - provide career education resources to schools
   - market Career Center to students
   - provide employability skills training to teachers & students
2) Apprenticeship Programs
3) Community Service Advocacy
4) Labour Market Information

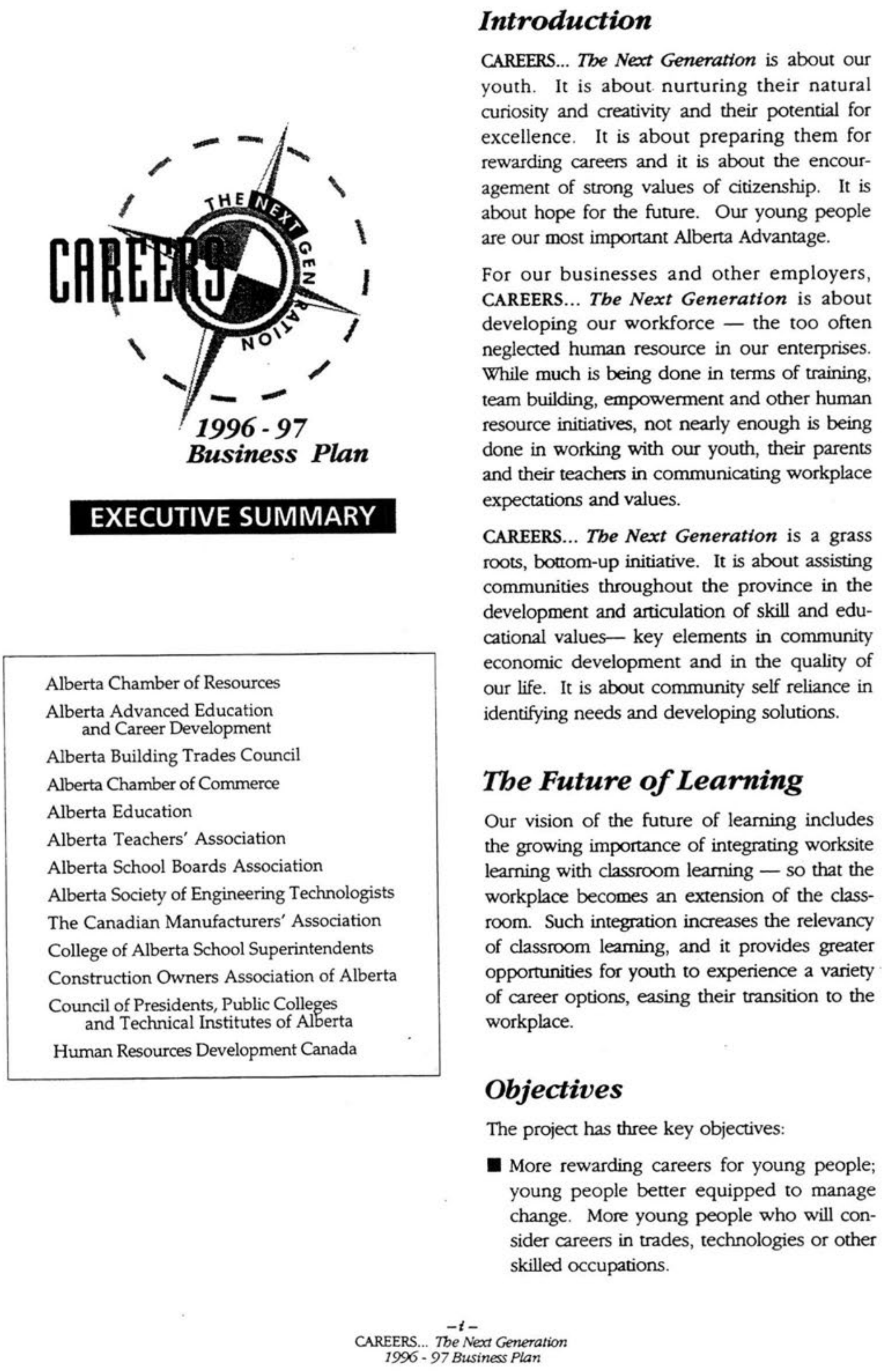
1) Career & knowledge fairs for youth and parents
2) Post-secondary information seminars

1) Career Exploration
   - Career Quest CD-ROM
2) Career Decision Making
   - labour market information
   - on-line mentors
3) Career Preparation
   - developing the action plan
4) Career Plan Implementation

1) Enterprise incubators
2) Leisure services
3) Co-op education / work experience
4) Job finding / job maintenance club (including school to work transition)
5) Volunteer action
6) Developing support mechanisms
7) Life planning
8) Stress management workshops
9) Parenting workshops

Employment Services

Appendix H①



CAREERS THE NEXT GENERATION

1996 - 97
Business Plan

EXECUTIVE SUMMARY

Alberta Chamber of Resources
Alberta Advanced Education and Career Development
Alberta Building Trades Council
Alberta Chamber of Commerce
Alberta Education
Alberta Teachers' Association
Alberta School Boards Association
Alberta Society of Engineering Technologists
The Canadian Manufacturers' Association
College of Alberta School Superintendents
Construction Owners Association of Alberta
Council of Presidents, Public Colleges and Technical Institutes of Alberta
Human Resources Development Canada

Introduction

CAREERS... *The Next Generation* is about our youth. It is about nurturing their natural curiosity and creativity and their potential for excellence. It is about preparing them for rewarding careers and it is about the encouragement of strong values of citizenship. It is about hope for the future. Our young people are our most important Alberta Advantage.

For our businesses and other employers, CAREERS... *The Next Generation* is about developing our workforce — the too often neglected human resource in our enterprises. While much is being done in terms of training, team building, empowerment and other human resource initiatives, not nearly enough is being done in working with our youth, their parents and their teachers in communicating workplace expectations and values.

CAREERS... *The Next Generation* is a grass roots, bottom-up initiative. It is about assisting communities throughout the province in the development and articulation of skill and educational values— key elements in community economic development and in the quality of our life. It is about community self reliance in identifying needs and developing solutions.

The Future of Learning

Our vision of the future of learning includes the growing importance of integrating worksite learning with classroom learning — so that the workplace becomes an extension of the classroom. Such integration increases the relevancy of classroom learning, and it provides greater opportunities for youth to experience a variety of career options, easing their transition to the workplace.

Objectives

The project has three key objectives:

- More rewarding careers for young people; young people better equipped to manage change. More young people who will consider careers in trades, technologies or other skilled occupations.

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- More competitive businesses and industries as a result of a more highly skilled and motivated workforce; workforce development at an earlier age.
- Communities that are embracing new ways of addressing issues of youth and workforce development. Communities that are more self reliant in dealing with these issues.

The Implementation Model: Co-op PLUS

The CAREERS implementation model is based on a superior co-op model (alternating periods of study and work.) We call it *Co-op PLUS.* There are two distinguishing features of the model: 1) a rigorous entry selection process; and, 2) rotation of the work experience component.

- In the trades, employers create educational positions and pay the appropriate apprentice wage rate (no wage subsidies). A commitment is made for the duration of the apprenticeship, but there are no guarantees of a job on achieving journeyman status. In return, employers are assured quality applicants (immediate value for money) through a rigorous selection process.
- This model is being expanded into the high schools, starting with the Registered Apprenticeship Program. Next, it is being expanded well beyond trades occupations. This is the area of largest pay off, both in terms of student numbers and the vast number of occupations. Working more with high school students means that there is less emphasis on screening for co-op positions and more emphasis on growing the right values and skills.
- At the community level, stakeholders are visualizing a "total quality" system of suppliers and customers embracing new concepts of youth and workforce quality.

CAREERS... *The Next Generation* is becoming the model of choice for the future.

1995-96 Accomplishments

Response by employers, educators and students in the first two years has been very favourable. Employers see a need to invest more in the quality of their workforce and in the young people of the community. Educators see a need to establish stronger links with the business community as the workplace becomes more of an extension of the classroom. For their part, young persons welcome the opportunity to earn while they learn, and they appreciate the distinctive experiences that they receive through this program.

The most significant accomplishment in the first two years of the project has been the introduction and acceptance of new ways of doing things

- with our youth
- with employers
- with our workforce
- with educators
- within our communities.

Significant cultural and value changes are occurring and stakeholders are approaching skill and educational issues in new ways: new linkages are being formed between employers and educators in addressing youth issues; employers are creating new educational positions; there are new employer role models, new educator role models; there are new youth role models; and new concepts of quality are being realized — for example, a whole network of suppliers and customers embracing new concepts of youth and workforce quality.

Other accomplishments with a forecast to March 1997 are indicated in the table on Performance Indicators at the end of this section.

1996-97 Initiatives

As we enter the third year period of CAREERS... *The Next Generation*, the main initiatives will be:

Consolidating and Strengthening the Commitment

A major initiative in the coming year will be building on the growing accomplishments of the first two years — the growing and acceptance of *Next Generation* principles. Major areas of focus will include:

- *Providing active support in solidifying and expanding the CAREERS concepts in existing communities.*
- *Introducing the CAREERS project to new communities.*
- *Convening a provincial conference in Red Deer (April, 1997). This will provide a very visible and tangible forum bringing together educators, employers, students and parents around the common goals.*
- *Expanding the Co-op PLUS model beyond trades occupations.*

New Initiatives With High School Students

As we move to a second and third phase in many of our communities, much more effort will be placed on working with youth in our schools: assisting them in more informed career decision making; encouraging more to consider careers in trades, technologies and other skilled occupations; enabling them to see the relevancy of their curriculum through applied learning experiences; encouraging the use of employability skills portfolios; and communicating workforce expectations much earlier. As we increase our efforts in working with youth, the emphasis changes from screening of high school graduate candidates to growing appropriate values and skills. Major initiatives with high school students include:

- *Expansion of the career planning workshops for students started in the first two years of the project.*
    - *developing and implementing an extensive train the trainer model in order to encourage community involvement and in order to assist in workshop delivery.*
- *Introducing and implementing employability skills concepts.*
- *Implementing CTS and Tech Prep — actively linking classroom curriculum with workplace learning.*

CAREERS . . . The Next Generation: A Successor Organization

At this writing, CAREERS... *The Next Generation* is two-thirds of the way through the three-year time frame that started in April, 1994. Given the strong record of success to date, a CAREERS Foundation or Endowment is planned to provide appropriate long-term framework and funding. A Foundation would:

- be private sector driven but with broadly based support from other stakeholders;
- be grass-roots/community driven;
- fill a catalyst, facilitator role to communities;
- assist in information sharing — minimizing "reinventing the wheel;"
- be financially self-sustaining;
- encourage secondments and volunteer support as much as possible.

Major tasks in 1996-97 will be

- *the refinement of the needs and principles in the discussion paper,*
- *the identification of the preferred foundation model,*
- *the development of an appropriate structure,*
- *marketing to Albertans.*

Expanding Business and Industry Involvement

While we have had excellent support from many businesses and industries throughout the province, we require a broader base of involvement. Employers can get involved by

- creating *Co-op PLUS* educational positions within their organizations;
- "opening doors" in communities in which they operate;
- getting involved in specific projects such as career fairs and our 1997 Conference;

- providing advice for our future direction; helping get the word out;
- secondment of personnel to our CAREERS implementation team;
- Post 97 participation.

We plan to:

- attract additional secondments to the implementation team;
- actively seek advice and assistance from industry in expanding the CAREERS... ***The Next Generation*** message to corporate Alberta;
- attract active Foundation participants.

Performance Indicators

The estimated two-year totals (1994-1996) and three-year performance targets are indicated in the table below.

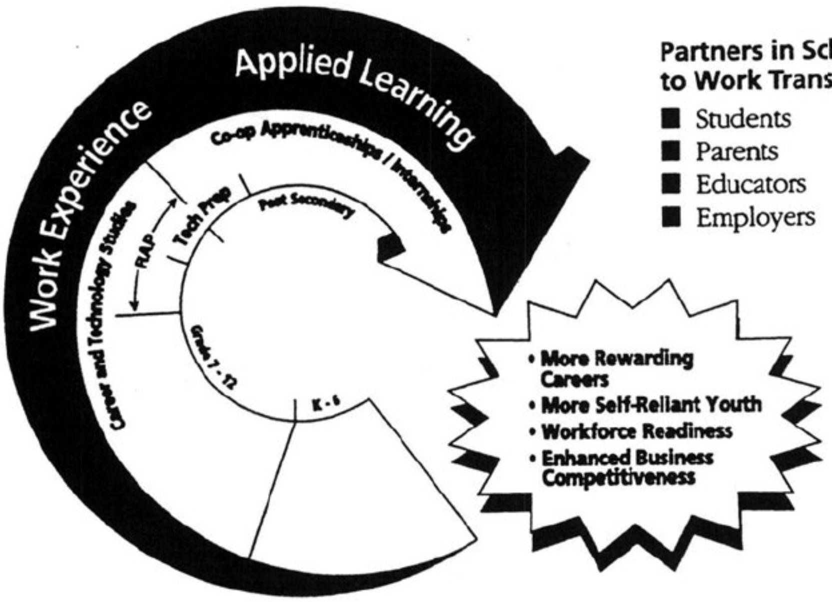
Performance Indicators

	Two-Year Total 1994-96	**1996-97 Targets**	**Estimated Total 1994-97**
Communities in which:			
- the Co-op PLUS model is introduced	2	14	16
- community steering committee is established	2	10	12
Co-operative Education Apprentices	104	226	330
Co-operative Internships — Tech Prep	60	140	200
Registered Apprenticeship Program (RAP) Placements	12	200	212
Number of Participating *Next Generation* Employers	40	200	240
Students participating in *Next Generation* Career Workshops	All Grade 12's in small centres. Interested Grade12's in Edmonton and Calgary. Grade 9's and Grade 10's.	All Grade 12's in small centres. Interested Grade12's in Edmonton and Calgary. Grade 9's and Grade 10's.	All Grade 12's in small centres. Interested Grade12's in Edmonton and Calgary. Grade 9's and Grade 10's.
Classroom Trainers recruited and trained.	16	14+	30+

Note: Over the three-year period, employers will have invested more than $10 million in creating Co-op PLUS positions.

The Future of Learning

The Increasing Importance of Work Experience / Applied Learning


Work Experience
Applied Learning
Co-op Apprenticeships / Internships
Career and Technology Studies
RAP
Tech Prep
Post Secondary
Grades 7 - 12
K - 6

- More Rewarding Careers
- More Self-Reliant Youth
- Workforce Readiness
- Enhanced Business Competitiveness

Partners in School to Work Transitions

- ■ Students
- ■ Parents
- ■ Educators
- ■ Employers

RAP = Registered Apprenticeship Program

Implementation Phases and Principle Areas of Focus

PHASE I	PHASE II AND III		
High School Graduate Focus	**High School Focus**		
High School Graduates	**High School Students**		
Co-operative Education Apprenticeships / Internships	Technology Studies Program CTS	Registered Apprenticeship Program (RAP)	Tech - Prep
Apprenticeship wages governed by regulation Other wages based on nature of responsibilities	Wages Optional	Wages no less than minimum wage	Wages, if paid, based on nature of responsibilities

- ■ Careers in the Trades
- ■ Careers in Technologies
- ■ Entrepreneurship
- ■ Careers in a wide variety of non-university occupations
- ■ Possession of employability skills
- ■ Further education

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